
The AMERICAN SHORTHAND TEACHER

*A Magazine for Teachers of Shorthand and
Other Commercial Subjects*

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Vol. X

APRIL, 1930

No. 8

What Business Expects of Commercial Education

An Address Given before the 1929 Convention of the Southern Commercial Teachers' Association

By John H. Shields

*Head, Accounting Department, Duke University, Durham, North Carolina, and 1930 President of the
Southern Commercial Teachers' Association*

WHEN the private business school first offered its services to the public, American business methods were comparatively simple. Industry was in that stage of development when conditions did not require conservation of natural resources nor the use of complicated standards and procedures. Production was yet to experience the meaning of "large scale production." The industrial unit was small. The number of employees in any one establishment was also much less when compared with modern enterprises. The division of labor was much less developed than found today in the larger concerns. The corporate form of organization was not employed extensively. There was less domination in

banking and finance. Methods and procedures in business were not uniform and highly systematized. The relationships of owners, managers, and workers were personal. The plan of industrial organization was simple. Marketing problems were not complicated, and there was a sellers' market with little or no need of marketing analysis. Such were the characteristics of American industry as late as the seventies of the past century.

With the introduction of commercial subjects in our public schools during the nineties there were evidences of the rapid development of large scale industry. During this decade, however, the entrepreneur was beginning to realize that he confronted a number of serious

problems. The cost of labor and raw materials was increasing. There were serious marketing problems.

Within a few years after the public schools became interested in commercial education, several institutions of higher learning introduced courses in commerce. It has been only during the past two decades, however, that the universities have contributed much to this movement, which was but the logical outcome of a scientific age.

Present-Day Conditions in Business

In contrast to the simple pioneer conditions when private schools in commerce made their appearance, manufacturing today is conducted on a large scale. There are huge investments in plant and machinery. There are large aggregations of laborers under one roof. Relations are impersonal. Marketing problems have become serious. Business operations have become standardized. Industry has become scientific, and has replaced the rule of thumb by analyses of proposed plans and results. The personnel manager has become a reality.

It is the day of mergers, consolidations, and chain systems of marketing. There is an increasing tendency to interdependence of effort and grouping of activities. The small independent is occupying a much less important rôle in industry. Business as conducted today is in a process of upheaval.

During the past decade there has been growing a general consciousness on the part of business men and women that industry must be conducted on an ethical plane. It is true that much business in the past has been motivated by a spirit of service as well as profits. Today, however, there is a greater realization that profits are to be subordinated to service if the condition of society is to be improved. Owen D. Young recently said, "The percentage of plainly dishonest things in business is very small compared with the vast total of operations going on."

But with this general progress certain limitations have appeared. Dr. John Maurice Clark, of Columbia, has summarized these as "Complexity of organization, impersonal relations, divided responsibilities, the multiplication of checks and balances, and the undermining of initiative and spontaneous interest in the success of the business." These problems tend to check the possibilities of greater expansion of business activities. As Professor Taussig of Harvard says, they "arise from the infirmities of human nature."

What is the effect of this modern stage of business upon the boys and girls whom we are expecting to take an active and efficient part in its further progress? The answer is significant. The young hopeful in business has

been compelled to change his outlook in entering business. Formerly he looked forward to the day when he might become the proud proprietor of his own firm. Today he aspires to manage the chain store around the corner, or to sit as an executive in a large corporation.

What Business Expects of Commercial Education

We may now consider what business expects of commercial education. If the present status of industry is such as has been described, we may now attempt to analyze the situation to determine what the business executive may demand of commercial education. Business, with its increasing efficiency, stimulated by the spirit of research, has problems which must be solved. If commercial education is to help in the solution of these problems, it must accomplish two things: first, it must expedite the operation of methods already proved successful; second, it must motivate human endeavor to overcome some difficulties which seem to be inherent in human nature. It must improve the personal equation.

Before proceeding to enumerate and describe what business may expect of commercial education, I wish to state that Duke University is glad to learn from and to coöperate with the private and public schools of commerce. Two of the members of the department, including the speaker, have had experience in teaching in public and private schools. We have experienced your problems and we understand your aims and ideals. The institutions of higher learning are trying to furnish their students of commerce with the necessary cultural and technical background to develop business judgment. Because of the greater maturity of the students and the additional training, the business world expects more of our graduates. Yet there are fundamental requirements of business which apply to all students. Our problems are related.

Four Requirements

Business expects at least four things from commercial education:

1. An understanding by the teacher and administrators in commerce of its needs—at least in the community where the school is located—by personal contacts with business.
2. Having understood its needs, to incorporate in its curriculum, content of courses, and methods such essential changes as may be necessary to meet its ever-fluctuating needs.
3. Measurement of the work and qualifications of the student, coöperation in placing him and following up his progress after placement.
4. The development of such personal traits of the student as will insure the proper attitude toward and efficiency in business.

(Continued on page 309)

*Program of Meeting of the
Eastern Commercial Teachers' Association
to be Held at Hotel Pennsylvania, New York City*

April 17-19, 1930

Thursday Morning, April 17

REGISTRATION OF MEMBERS AND TRIPS ABOUT NEW YORK	9:30 TO 12 O'CLOCK
CONCERT	10:30 TO 12 O'CLOCK

High School of Commerce Orchestra, under direction of W. C. Bridgman

Thursday Afternoon, April 17

GENERAL SESSION	BALLROOM	2 TO 5 O'CLOCK
Address of Welcome, by Dr. George J. Ryan, President, Board of Education, New York City		
Response, by Harry I. Good, Hutchinson High School, Buffalo, New York		
"Trends in Administration and Supervision as They Affect the Commercial Teacher," by Dr. George M. Wiley, Assistant Commissioner for Secondary Education, Albany, New York		
President's Address, by Edward J. McNamara, Principal, High School of Commerce, New York City		
Announcements		

Thursday Evening, April 17

BANQUET AND DANCE	BALLROOM	6:30 TO 12 O'CLOCK
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Friday Morning, April 18

GENERAL SESSION	BALLROOM	10:15 TO 11:30 O'CLOCK
Announcements by the President		

"Principles of Administration and Supervision in Business Education," by Dr. Ned H. Dearborn, Director of

the Institute of Education, New York University, New York City

PRIVATE SCHOOLS SECTION		11:30 TO 12:15 O'CLOCK
Chairman, J. P. Harman, Strayer College, Washington, D. C.		

"Principles of Administration and Supervision as Applied to Private Schools," by Hastings Hawkes, Bentley School of Accounting and Finance, Boston, Massachusetts

PUBLIC SCHOOLS SECTION		11:30 TO 12:15 O'CLOCK
Chairman, M. Smith Thomas, Principal, Hutchinson High School, Buffalo, New York		

"Principles of Administration and Supervision of Commercial Education as Applied in the Junior and Senior High School, by Dr. John L. Tildsley, District Superintendent, Board of Education, New York City, N. Y.

CONTINUATION DAY AND EVENING SCHOOLS SECTION		11:30 TO 12:15 O'CLOCK
Chairman, Earl W. Barnhart, Chief, Commercial Education Service, Federal Board for Vocational Service, Washington, D. C.		

"Principles of Administration and Supervision as Applied in Continuation Day and Evening Schools," by Morris E. Siegel, Director of Evening and Continuation Schools, New York City, N. Y.

COMMERCIAL-TEACHER TRAINING SECTION		11:30 TO 12:15 O'CLOCK
Chairman, Professor G. G. Hill, State Teachers College, Indiana, Pennsylvania		

"Principles of Administration and Supervision as Applied in Commercial-Teacher Training Institutions," by Professor Frederick G. Nichols, Graduate School of Education, Harvard University, Cambridge, Massachusetts

PENMANSHIP SECTION		11:30 TO 12:15 O'CLOCK
"Use of Measurement in the Teaching of Handwriting," by Dr. Paul V. West, New York University,		

• New York City, N. Y.

"How Best to Motivate the Subject of Penmanship in Commercial-Training Institutions," by G. C. Greene, Goldey College, Wilmington, Delaware

Friday Afternoon, April 18

SPECIAL LUNCHEON	HOTEL PENNSYLVANIA	12:15 TO 2:00 O'CLOCK
PRIVATE SCHOOLS SECTION		2:15 TO 5 O'CLOCK

Chairman, J. P. Harman, Strayer College, Washington, D. C.

"Principles of Administration and Supervision in Shorthand and Typewriting as Applied in Private Business Schools," by Mrs. Florence Ally, Burdett College, Boston, Massachusetts

"Principles of Administration and Supervision in Bookkeeping and Office Practice as Applied in Private Business Schools," by N. J. Gulski, Bryant & Stratton College, Providence, Rhode Island

- "Principles of Administration and Supervision in Business English and Correspondence as Applied in Private Business Schools," by *Walter E. Dengler*, Peirce School, Philadelphia, Pennsylvania
 "Principles of Administration and Supervision in Business Organization and Management as Applied in Private Business Schools," by *Benjamin R. Haynes*, Packard Commercial School, New York City, N. Y.

PUBLIC SCHOOLS SECTION

2:15 TO 5 O'CLOCK

- Chairman, M. Smith Thomas, Principal, Hutchinson High School, Buffalo, New York*
 "Principles of Administration and Supervision of Bookkeeping and Arithmetic as Applied in the Junior and Senior High School," by *Charles E. Bowman*, Girard College, Philadelphia, Pennsylvania
 "Principles of Administration and Supervision of Shorthand and Typewriting as Applied in the Junior and Senior High School," by *D. D. Lessenberry*, Principal, Business High School, Pittsburgh, Pennsylvania
 "Principles of Administration and Supervision of Elementary Business Training and Office Practice as Applied in the Junior and Senior High School," by *Juvenilia Caseman*, Supervisor, Hutchinson High School, Buffalo, New York
 "Principles of Administration and Supervision of Economic Geography and Economics as Applied in the Junior and Senior High School," by *Annie C. Woodward*, High School, Sommerville, Massachusetts

CONTINUATION DAY AND EVENING SCHOOLS SECTION

2:15 TO 5 O'CLOCK

- Chairman, Earl W. Barnhart, Chief, Commercial Education Service, Federal Board for Vocational Education, Washington, D. C.*

- "Principles of Administration and Supervision in Specific Job Training and Placement," by *Regina Groves*, Teacher Trainer, Wisconsin Vocational Association, Madison, Wisconsin
 "Principles of Administration and Supervision in Penmanship," by *Dr. John G. Kirk*, Director of Commercial Education, Philadelphia, Pennsylvania
 "Principles of Administration and Supervision in Business Mathematics," by *K. C. Arricks*, High School, Brookline, Massachusetts
 "Principles of Administration and Supervision in Business English," by *George J. Bagley*, Central Commercial Continuation School, New York City, N. Y.

COMMERCIAL-TEACHER TRAINING SECTION

2:15 TO 5 O'CLOCK

- Chairman, Professor G. G. Hill, State Teachers College, Indiana, Pennsylvania*

- "What Is and Should Be the Student-Admission Requirements to Commercial-Teacher Training Institutions?" (Survey Study) by *Louis A. Rice*, Assistant in Secondary Education, State Department of Public Instruction, Trenton, New Jersey
 "What Is and Should Be the Organization and Administration of Practice Teaching in Commercial-Teacher Training Institutions?" (Survey Study) by *Earl W. Barnhart*, Chief, Commercial Education Service, Federal Board for Vocational Education, Washington, D. C.
 "What Is and Should Be the Administrative Control of Commercial-Teacher Training in Universities that Have Both Schools of Education and Commerce?" (Survey Study) by *J. O. Malott*, Specialist in Commercial Education, U. S. Bureau of Education, Washington, D. C.
 "How May Preparation of College Teachers of Commerce be Organized and Administered in Universities that Have Both Schools of Education and Commerce?" (Report of experiment at New York University) by *Dr. Paul S. Lomax*, Professor of Commercial Education, School of Education, New York University, New York City, N. Y.

PENMANSHIP SECTION

2:15 TO 5 O'CLOCK

- "The Value of Good Penmanship in Business," by *C. D. Moore*, South-Western Publishing Company, New York City, N. Y.
 "Importance of Good Figures and How to Teach Them," by *H. M. Sherman*, State Teachers College, West Chester, Pennsylvania
 "The Need for Qualified Teachers of Penmanship," by *Mrs. Jane Allison*, Taylor School, Philadelphia, Pennsylvania
 "Should Formal Penmanship Instruction be Discontinued in the Sixth Year?" by *Clarence I. McKelvie*, State Teachers College, West Chester, Pennsylvania

Saturday Morning, April 19

BUSINESS MEETING

BALLROOM

9:45 TO 10:15 O'CLOCK

GENERAL SESSION

10:15 TO 12 O'CLOCK

- "Principles of Administration and Supervision from the Point of View of the Commercial Classroom Teacher," by *Mrs. Edith Joynes*, Maury High School, Norfolk, Virginia
 Address



That \$1260 Prize Money

Have you been wondering who won that \$1260 prize money for the sets of practice material on the New Anniversary Edition of the Gregg Shorthand Manual which was contested for this winter? We had expected to make the announcements last month or this, but the contributions involved so much more work than anticipated—the response was so hearty and "voluminous"—that the report will not be ready until May.

O. G. A. TEST COPY

Results of the First Annual Teachers' Medal Test

Reported by Florence E. Ulrich

Editor, Gregg Writer Art and Credentials Department

THE Teachers' First Annual Medal Test in shorthand writing did just what we had hoped it would do—brought in hundreds of teachers from all over the world who had not competed in the contests heretofore. But I will confess to having had some qualms about results until just before the closing date.

On January 25th we were still far from our goal, and only six more days to go! But Monday the 27th brought in an amazingly large number of specimens, Tuesday, many more, and Wednesday—by this time air mail was the most popular way of sending papers, and we speculated on whether or not an air port atop the building might not be handier for the airmail pilots! Every visit of the postman brought more specimens. On Friday, my secretary came to me with an armful and said, "Miss Ulrich, I'm afraid to look through the mail any more!"

Specimens Best Ever Received

The evening of the 31st found on our desks some of the finest specimens of shorthand we have ever received, and the task of examining and sorting began. With the beautiful harvest of notes we reaped this year, the members of the examining committee enjoyed a real feast indeed! Most of the old-timers swung into line, and alongside them were many new recruits eager either to win the Medal in recognition of their ability as shorthand artists, or to receive criticism of their notes. And our criticisms seemed to be most popular. The teachers all voiced an eagerness to be shown how to improve their writing ability, so that they might better criticize and improve the notes of their students.

A Noteworthy Specimen

There were too many Gold Medal specimens for us to be able to reproduce them all, but one specimen of notes we wish to comment upon especially. It was submitted by Miss Maude S. Haskell, teacher in Gray's Business College, Portland, Maine. Miss Haskell has for some years been a faithful student of shorthand penmanship, and a loyal supporter of our blackboard contests. Each contest found her closer to the top, and last year she won third place. She has now attained a consummate skill in

shorthand writing that easily rates her notes among the most beautiful we ever received. We are reproducing them in order that you, too, may see the grace, beauty, and unity of style she has acquired.

Last year we made the criticism that the curves she wrote were too shallow. Observe the grace and beauty of the curves in this copy!

Let us quote from Miss Haskell's letter:

Miss Haskell's Letter

Here once more is my copy for an annual event, although changed to the Teachers' Medal Test. I am enclosing two photographs of my blackboard copy. It is the work of my usual photographer, but he has finished one especially to bring out the outlines. (Do you recognize that board with the division down the center?) Then, following your suggestion, there is a copy of my pen-and-ink notes.

I, for one, am sorry that the Annual Teachers' Blackboard Contest has served its purpose and is being discontinued. To me that severe criticism of my notes was of inestimable value, and there was a special interest attached to working for the cup. It was such a high goal. Then, too, I felt as if I knew the frequent contenders—Mrs. Peterson, Marie Marik, Guy George, Bert Leach, W. Rude—I have eagerly followed their names up and down the lists.

Last April I urged my first assistant, Miss Ethel G. Jordan, who was one of our graduates in 1926, to keep the contest in mind this year. So through the year she has been using the board more and more. You will find her copy in your mail—a very good one, too, I think. We had to use the same board—Miss Jordan's copy going on the last of December, and mine the first of this month. The Bookkeeping Department also uses this room for classwork, so you can realize our difficulties in keeping a board for three weeks. Each photographer had to make two trips before satisfactory results were obtained.

I wish I might see all the copies as they come up for inspection! It must be interesting.

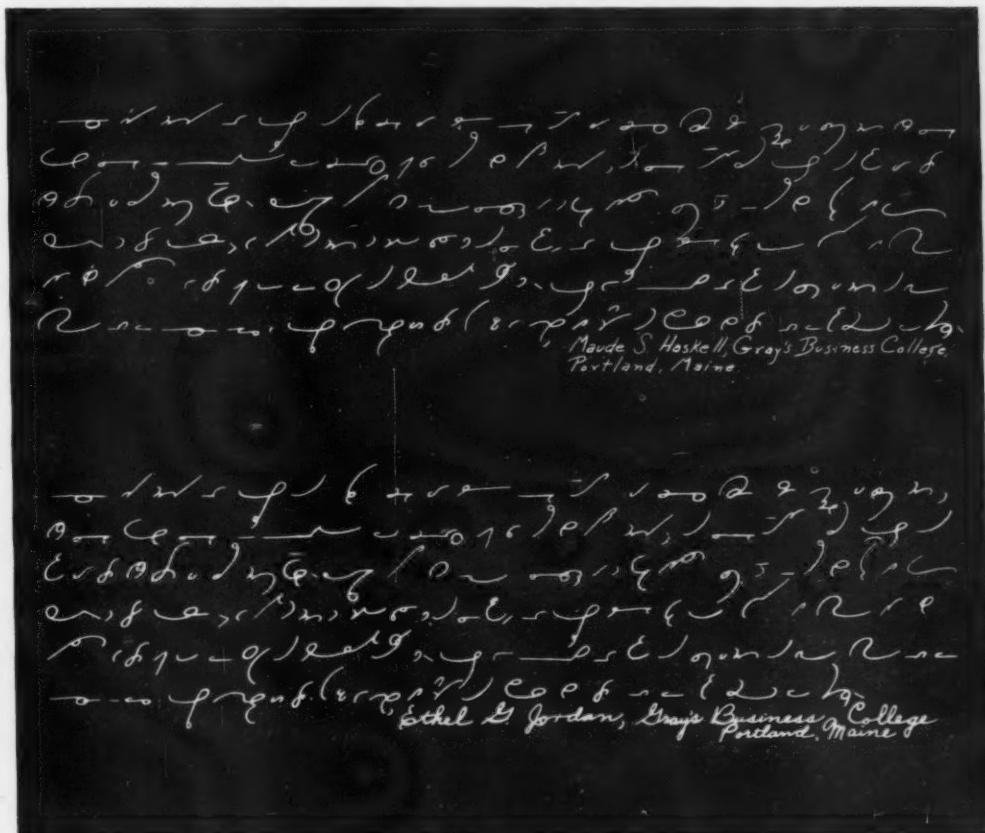
Hers is a story of progress—of success won by persistence and hard work. I congratulate Miss Haskell most heartily, not only upon the professional style of shorthand writing she has acquired, but upon the fine spirit she has always displayed in this work. We are very happy indeed to count her among the Gold Medalists this year.

Good Work Reflected

And to show you how much influence a teacher's writing has on the style adopted by her students, we are reproducing the specimen submitted by Miss Jordan—former student and now a teacher in the school. This specimen has not the finesse of Miss Haskell's notes,

naturally, because Miss Jordan has not been writing long enough. Practice is required to smooth angles, tone down curves, and beget the perfect blending of correct formation, slant, and fluency of a masterpiece of artistic skill. Miss Jordan is still young in the work. Her writing style, while practically correct technically, has not the finished style of a more

Among our Gold Medalists we are glad to welcome Mr. W. C. Blackwell, of Holborn Hall College, London, England. Mr. Blackwell has carried off first place in our contests before. While he submitted a good specimen of notes this time, we are inclined to think it is not as uniformly good as others from him we have had the pleasure of reviewing. Mr.



Two interesting specimens, showing the influence of a teacher's style on her student's notes

experienced writer. That is why, as we look at the specimen, we are conscious of an effort to make a perfect specimen, even though the notes are fluent and beautifully executed. This is revealed in a too vertical inclination of some of the downstrokes, and a slow motion of joining.

Practice will give this writer a masterly technique, so while we extend our congratulations to Miss Jordan upon the winning of the Medal, we want to add that there is still greater power behind her chalk!

Many Familiar Names on List of Winners

No attempt is made to list the Medal winners in the order of merit, but a word or two about some of them might not be amiss at this point.

Blackwell, himself, is probably aware of that fact. His work is that of the artist, but there is a tendency sometimes among artists to forego the systematic practice required for a truly skillful performance, and the work necessarily suffers from imperfections as a result. While not reflecting the true degree of skill we know Mr. Blackwell to possess, his specimen is superbly written from the standpoint of fluency and rhythm, and we have pleasure in awarding the Medal to him.

Other Experts Overseas

A newcomer, Mr. John M. Napier, teacher in Blantyre, Nyasaland, Africa, reveals truly artistic skill in his pen-written specimen. There are some inaccuracies in it, due to a "slip of

the pen," but nothing that might be said to be due to fundamental error in judgment. The notes are skillfully done and rate Mr. Napier as one of our shorthand artists.

While encircling the globe, let us pause to present our Gold Medal to another expert shorthand writer and teacher, Mrs. Grace E. Norman, of Tientsin, China. Mrs. Norman is known to many of us for the excellent results she is getting in teaching shorthand. She did remarkably good work in training shorthand writers among the British and American soldiers while they were stationed in China—some of them have since returned and are making good use of this stenographic training. Mrs. Norman submitted one of those fluent specimens she knows so well how to execute, and we are glad to award the Gold Medal to her.

"California, Here We Come"

Two of our well-known shorthand penmanship experts from the Pacific Coast win Gold Medals this year—Mr. George E. Pople, of Heald's College, San Jose, California; and Mr. Guy G. George, of Burlingame High School, Burlingame, California. Both of these writers, like Mr. Blackwell, are masters of the art—their notes are superb specimens of fluency, but reveal faults of formation that the writers themselves might have detected had they been more critical of them. Mr. George writes, "I am not too proud of those notes I sent you. I am rather shaky with pen, and can do much better on the blackboard, where a free-arm motion is so much easier."

Of course, that will be true of many teachers. Better work can be done on the blackboard, and usually is done that way. On the other hand, when the blackboard does not permit of your writing properly—necessitates crowding, or the photograph does not come out well—send a pen-written specimen along with the blackboard specimen and receive the benefit of the good points in both!

"California, here we come" is literally true, in this instance, for we find two more Gold Medals going to the West Coast, to two of the teachers in Woodbury College of Los

Angeles—Mrs. Bernice Whitten and Mrs. Lorena Lauderbaugh. The blackboard specimens submitted by both of these teachers reveal an exceptionally fine teaching style. The writing is bold and fluent, and formation good. We congratulate the school upon having two of its teachers win Gold Medals this year.

Yes, Miss Mahaffy's On the List

Another one of those beautiful specimens we have learned to expect from Miss Marie Mahaffy, teacher in the High School of South St. Paul, Minnesota, is before us. Miss Mahaffy's notes, true to her usual style, are as nearly perfect as the human hand can execute them. Miss Mahaffy has acquired skill both in blackboard writing and with pen—an accomplishment that we are glad to recognize in making the award of the Gold Medal to her.

Seven Names From the Middle West

Illinois wins its share of Gold Medals, too. First, let us welcome the return of a teacher well known to our readers, Mrs. Rutheda Hunt Beardsley, of Evanston Township High School. Mrs. Beardsley has lost none of her skill in blackboard writing, and the specimen she submits is the work of a master hand. Another able writer in this school wins the Medal—Miss

Nellie C. Collins. Miss Collins has developed a fine style. Accuracy suffers a little, perhaps, but the writing is fluent and essentially the work of a professional. A third able exponent of the art of shorthand writing, Miss Alta J. Day, of the State Normal School of Normal, Illinois, wins the Gold Medal, also. Miss Day is an ardent supporter of good notes, and is getting very commendable results with the student teachers training in her penmanship classes.

Miss Marie Benson, Teachers' College, Whitewater, Wisconsin, is among the winners, too. Miss Benson is a skillful penman in both longhand and shorthand. There are some faults in her specimen—the curves, particularly *l* and *v*, are not always quick enough at the beginning, as in *large, life*, and *very*. It is not a "chronic indisposition" on Miss Benson's part



Brother Romeo
Silver Medal Winner from
Comboni College, Khartoum, Sudan, Africa,
visiting Kheops and the Sphinx

to write them incorrectly, however, other combinations embracing these forms are expertly done. It might be well to watch the tendency, though, with a view to correcting it.

Three more teachers in the Middle West—Miss Alida W. Ackerman, Grand Rapids Commercial College, Grand Rapids, Michigan; Mrs. Edith R. Tatroe, Abraham Lincoln High School, Council Bluffs, Iowa; and Mr. P. F. Leatart, of the Kenton High School, Kenton, Ohio—qualify for the Gold Medal.

East and South Share Honors, Too

Leaving the Middle West to rejoice in its big share of recognition, we return to the East to present two Medals in our own city. Both Miss Martha E. Bowen, teacher in Haaren High School, and Miss E. Virginia Grant, teacher in Pace Institute, New York City, have developed a good practical teaching style of shorthand writing, and we have pleasure in awarding the Medal to them. And Mrs. Frances Doub North, teacher in Western High School, Baltimore, Maryland, submitted a good specimen of notes, too, that wins her the Medal, bringing the South into the Honor column.

The Best Pen-Written Specimen

The most artistic pen-written specimen received this year came from Sister Agnes du Sauveur, of Lowell, Massachusetts. We wish you might see the beauty and action of this style. Even the smallest strokes are written with ease and accuracy. The circle joinings are perfect, and the rhythmic swing of the writing as a whole makes it most pleasing to the eye.

Proportion is not always maintained—that is the only fault we can find with it—and even that criticism can be applied to only two or three outlines. Sister Agnes du Sauveur is certainly to be congratulated upon the artistic style she has attained. We need more writers with her skill.

A Word About the New Medals

And so concludes our list of Gold Medal winners. There were twenty-two winners of the Gold Medal, and thirty-three winners of the Silver Medal this year. These medals, solid gold and silver, beautiful in design, are being furnished with a chain, or a snap ring. They have the merit of making a most attractive piece of jewelry, as well as marking the wearer as a distinguished shorthand writer possessing a high degree of professional writing skill.

Since these are a departure from anything previously awarded, we are hoping to receive expressions of opinion from the winners about them, to tell us how they like the new award.

The pendants and chains will not be sold—they are to be awarded for professional accomplishment only, in these tests and the *Gregg Writer* contests.

250 Per Cent Increase

There was an increase of 250 per cent this year over last in the number of specimens received, testifying to the favor of the Medal Test idea. While we feel that there are still a great many shorthand teachers who ought to, but do not, realize the value of taking part in this work, we were pleased with this increased representation. Specimens of shorthand were sent us from all parts of the globe, and every section of the United States was represented. Teachers in all classes of schools—private schools, high schools, Catholic schools, normal schools, state colleges, and universities—participated.

The Standard

The standard for winning the Medals and Certificates is a high professional standard; and, of course, a number of contestants did not qualify this time. Many who did not qualify for the Teachers' Proficiency Certificate can qualify for the O. G. A. Membership Certificate and ought to apply for it. The Teachers' Proficiency Certificate was issued with Gold Seal only. The Medal winners received this Certificate "with honors."

Let Us Help You Attain It

As promised, we are returning papers that did not qualify, with constructive criticisms and an outline of study. In some instances the elimination of one or two fundamental faults—such as the persistent dropping down of *l* at the end or failure to start the curves quickly and deeply enough at the beginning—will enable these writers to qualify on the next test.

It is important to get at the root of errors. Lack of fluency, with failure to use the get-away stroke, was the most persistent fault found on papers that did not qualify. The cultivation of fluency is fundamental and absolutely essential to artistic and practical writing. It is easy to acquire it; it must be acquired before any material progress can be made in the development of professional writing skill. Perhaps the correction of writing position, merely, will accomplish this.

Perfect Your Technique

This Annual Test is for the purpose of helping teachers who need help in building shorthand writing skill, as much as for rewarding merit. It is obvious that a teacher who has attained a high degree of skill is no longer in need of such tests unless it is to keep him in practice.

The teacher who has yet to develop a professional style of writing *does* need the help we can give him through criticism of his notes and suggestions for systematic study and practice. These teachers must do more than review the faults on the returned specimens, however. The faults must be analyzed, and measures taken to correct them. I do not see why *any* writer of shorthand cannot execute a fluent specimen of notes the first time he tries, if he knows what is meant by fluency! Of course, more time will be required to learn to make strokes boldly and correctly *all* the time, but individual characters can be executed freely and fluently the first time if a writer knows what he wants to make and how to write it!

Do not be afraid to write. Use a free, unrestrained motion while getting the swing, then temper the motion so that you can execute correct notes. Fear and hesitancy result in stiff or wobbly characters. The hand is willing, it is more often the nerve that is lacking! Our offer to help you in your practice holds good during the entire year, and I hope that many of you will take advantage of it.

High Pace Set for 1931

With a precedent like the pace set on this Test to equal or excel, what a handicap you have imposed upon the contestants of 1931! May they be ready and eager to overcome it!

Teachers' Medal Test Winners—1930

Gold Medal

Maude S. Haskell, Gray's Business College, Portland, Maine
 Ethel G. Jordan, Gray's Business College, Portland, Maine
 John M. Napier, Nyasaland, Africa
 P. F. Leatart, Kenton High School, Kenton, Ohio
 Mrs. Bernice A. Whitten, Woodbury College, Los Angeles, California
 Frances Doub North, Western High School, Baltimore, Maryland
 Alta J. Day, Illinois State Normal University, Normal, Illinois
 Alida W. Ackerman, Grand Rapids Commercial College, Grand Rapids, Michigan
 Edith R. Tatroe, Abraham Lincoln High School, Council Bluffs, Iowa
 Sister Agnes du Sauveur, St. Louis Academy, Lowell, Massachusetts
 E. Virginia Grant, Pace Institute, New York, N. Y.

Martha E. Bowen, Haaren High School, New York City
 Rutheda Hunt Beardsley, Evanston Township High School, Evanston, Illinois
 Nellie C. Collins, Evanston Township High School, Evanston, Illinois
 Marie S. Benson, State Teachers College, Whitewater, Wisconsin
 Marie Mahaffy, South St. Paul High School, South St. Paul, Minnesota
 Mrs. Lorena B. Lauderbaugh, Woodbury College, Los Angeles, California
 Guy G. George, Burlingame High School, Burlingame, California
 George E. Pople, Heald College, San Jose, California
 W. C. Blackwell, Holborn Hall College, London, England
 Grace E. Norman, Tientsin, North China
 Brother John Berchman, The Assumption College, Bangkok, Siam

Silver Medal

Phyllis K. Pratt, Collegiate Preparatory School, New Haven, Connecticut
 Evelyn A. Faust, The Taylor School, Philadelphia, Pennsylvania
 Gertrude A. Ebel, Cherokee, Iowa
 Matilda Bybutch, Evanston Township High School, Evanston, Illinois
 Mary Long, Evanston Township High School, Evanston, Illinois
 Imo Horning, Harrisburg Township High School, Harrisburg, Illinois
 Edna Barber, Valparaiso, Nebraska
 Helen Henry, Detroit Commercial College, Detroit, Michigan
 Ella Coulter, Detroit Commercial College, Detroit, Michigan
 Sister Mary Alphons, St. Bernard's School, Cologne, Minnesota
 Doris A. Soule, Lawrence High School, Fairfield, Maine
 Norah T. Mangan, North Providence, Rhode Island
 Edith D. White, New Prague High School, New Prague, Minnesota
 May Macklin, Bakersfield, California
 Edith A. Schrub, Prairie du Chien High School, Prairie du Chien, Wisconsin
 Sarah Levine, Hughes High School, Cincinnati, Ohio

Eva Larson Connelly, Mankato Commercial College, Mankato, Minnesota
 Nellie Smith, Hutchinson, Kansas
 Jessie M. Yuill, Hoff Business College, Warren, Pennsylvania
 Daisy M. Bell, J. Sterling Morton High School, Cicero, Illinois
 Sister Sainte-Bertha, O. S. V., Sisters of the Assumption, Cochrane, Ontario, Canada
 Sister M. Justina, St. Joseph School, Peru, Illinois
 Mrs. Nellie Kirksey, Woodbury College, Los Angeles, California
 Martha S. Cagle, Strayer College, Washington, D. C.
 Cora Ullom, Senior High School, Springfield, Ohio
 N. B. Curtis, Thomas Jefferson High School, Council Bluffs, Iowa
 Brother Romeo, Comboni College, Khartoum, Sudan, Africa
 James D. Gilbert, Chickasha, Oklahoma
 Brother Justin, St. Joseph's Commercial Institute, Donaldsonville, Louisiana
 Brother Gabriel, West Philadelphia Catholic High School for Boys, Philadelphia, Pennsylvania
 Bert Leach, Portsmouth High School, Portsmouth, Ohio
 D. E. Nana, Bangkok, Siam
 Frances Dodge, Clinton High School, Clinton, Iowa

*Winners of Teachers' Proficiency Certificate in First Annual Medal Test
1930*

- Addie Haisfield, Griffin High School, Griffin, Georgia
 F. De Vere Smith, Olympia School, Columbia, South Carolina
 Louise Huber, Carlin High School, Carlin, Nevada
 Sister Mary Alverna, St. Mary's Academy, Alexandria, Virginia
 Noreen Williams, Clifton High School, Clifton, Arizona
 Dorothy M. Haskins, La Junta High School, La Junta, Colorado
 Mary McLaughlin, Thomas Jefferson High School, Council Bluffs, Iowa
 Caroline M. Veltin, Cornwall-on-Hudson High School, Cornwall-on-Hudson, New York
 Frankie Brown, Central High School, Great Falls, Montana
 Irma Berner, Rhinelander, Wisconsin
 John B. Watts, Annville Institute, Annville, Kentucky
 Irene Whitmore, Woonsocket High School, Woonsocket, South Dakota
 Margaret E. Ahearn, Summit High School, Summit, New Jersey
 Blanche G. Doyle, La Salle-Peru Township High School, La Salle, Illinois
 Marion E. Kimball, South Portland High School, South Portland, Maine
 Mildred Palmer, The Broughton School, Niagara Falls, New York
 Sister M. Engratia, St. Mary School, Mundelein, Illinois
 Catherine Courtney, Merrill Business School, South Norwalk, Connecticut
 Minnie A. Wendtland, Woodbury College, Los Angeles, California
 Bessie A. Green, Marseilles High School, Marseilles, Illinois
 Sister M. Assisium, Mt. St. Vincent Academy, Halifax, Nova Scotia, Canada
 Mrs. Violet B. Steele, Pottstown High School, Pottstown, Pennsylvania
 Alice Gethmann, Shawnee High School, Shawnee, Oklahoma
 Norma Marion Cocke, Clarksville, Tennessee
 Mrs. Frances W. Pogue, Fredericksburg, Virginia
 Lillie Sprague, Idabel, Oklahoma
 Sister Loretta Therese, St. Rose High School, Chelsea, Massachusetts
 Alma E. Thompson, Greenville High School, Greenville Junction, Maine
 Martha M. Dodge, East High School, Akron, Ohio
 D. A. Wisener, Oklahoma City, Oklahoma
 Mina M. Woodrome, Baldwin's Business College, Yoakum, Texas
 Ina C. Wachtel, Lafayette High School, St. Joseph, Missouri
 Margaret C. Maxwell, Detroit Commercial College, Detroit, Michigan
 Margaret Paul, Detroit Commercial College, Detroit, Michigan
 Lydia M. Landis, Westmont-Upper Yoder High School, Johnstown, Pennsylvania
 Hazel Waite, The Maltby School, Stoughton, Massachusetts
 Dorothy Worth, Kent High School, Kent, Washington
 Aryann Crawford, Trenton, Missouri
 Gertrude Johnson, Johnson & Wales Business School, Providence, Rhode Island
 Edith M. Seehousz, Hatboro High School, Hatboro, Pennsylvania
 Ray Bishop, Dunsmore Business College, Staunton, Virginia
 Ernest Milke, Detroit Commercial College, Detroit, Michigan
 Matilda V. Faiella, Sherman's Business College, Mt. Vernon, New York
 Maxine L. Siebenbaum, Port Townsend, Washington
 Minnie E. Abray, Washington Missionary College, Takoma Park, Washington, D. C.
 Jennie A. Reul, Madison High School, Madison, Indiana
 Carol Cox, Brownwood Senior High School, Brownwood, Texas
 H. W. Pahaski, Kemmerer High School, Kemmerer, Wyoming
 Annabel Steele, Cherokee County Commercial High School, Columbus, Kansas
 Mrs. L. Young, Milwaukee, Wisconsin
 W. A. Larimer, North Texas State Teachers College, Denton, Texas
 Lona K. Lee, Lyons High School, Clinton, Iowa
 Sadie H. Pickard, Meriden High School, Meriden, Connecticut
 Daisy Whalen, Tulsa, Oklahoma
 Marguerite Nichols, Harlem High School, Harlem, Montana
 Olga Wagner, Selby Consolidated High School, Selby, South Dakota
 A. L. Pearl, Acme Business College, Lansing, Michigan
 Mrs. J. M. Patterson, Abilene, Texas
 Sister St. Mary Denis, Waterbury Catholic High School, Waterbury, Connecticut
 Sister St. Gabriel-de-l'Addolorata, Waterbury Catholic High School, Waterbury, Connecticut
 Mrs. N. E. Van Reed, Draughon's Business College, San Antonio, Texas
 Sister M. Stanislaus, Sacred Heart Academy, Stamford, Connecticut
 Mrs. Glessner C. Rude, Rude's Business College, Carthage, Missouri
 M. Louise Hayden, Barnstable High School, Hyannis, Massachusetts
 Fleeta Leland, Vananda High School, Vananda, Montana
 A. Evelyn Sutherland, Cumberland High School, Valley Falls, Rhode Island
 Mrs. E. R. Strachan, The Broughton School, Niagara Falls, New York
 Josephine E. Cribbins, Ansonia High School, Ansonia, Connecticut
 Claribel Lyle, Lincoln Senior High School, Ellwood City, Pennsylvania
 Ada R. Irvine, Blairstown High School, Blairstown, New Jersey
 Gladys Barlamant, Colby High School, Colby, Wisconsin
 Marie Crossland, Homer Community High School, Homer, Illinois
 Ruth McLellan, Mexico High School, Ridlonville, Maine
 Sister Jane, Sacred Heart School, Louisville, Kentucky
 Mother Mary Loretto, St. Mary's School, Melrose, Massachusetts
 Arranetta Bell, Shoshone High School, Shoshone, Idaho
 Caroline Stober, Girls Polytechnic High School, Portland, Oregon
 Sister Mary Frances Alice, Notre Dame School, Central Falls, Rhode Island
 James Wipfield, S. M., St. Louis College, Honolulu, Hawaii
 Mary A. Kiewlow, Lamb's Business Training School, Brooklyn, New York
 Evelyn Shooshan, Garfield High School, Los Angeles, California
 Sister Mary Lorena, O. S. F., West Phila. Catholic Girls' High School, Philadelphia, Pennsylvania
 Fay Eaton, Woodbury College, Los Angeles, California
 Gladys Mount, Woodbury College, Los Angeles, California
 C. L. Michael, Phoenix High School, Phoenix, Arizona

- Mayme V. Johnston, Athens High School, Athens, Ohio
 Sister Mary Patrick, S. S. N. D., Mission Church High School, Roxbury, Massachusetts
 Nettie E. Elliott, Scituate High School, Scituate, Massachusetts
 Sister M. Catharine Anita, S. S. J., Cathedral School, Philadelphia, Pennsylvania
 Bertha E. Roseberry, Macon High School, Macon, Missouri
 Gertrude E. Laughlin, South High School, Youngstown, Ohio
 Emma J. Westall, Lawrenceville, Illinois
 Louise Cutts, Medicine Lake High School, Medicine Lake, Montana
 Frances Manor, West High School, Cleveland, Ohio
 Leva Palmer, Bellaire High School, Bellaire, Ohio
 Bertha W. Brown, Technical High School, Oakland, California
 Idella Fite, McKinley High School, Pen Argyl, Pennsylvania
 Edith Peterson, Reed-Custer Township High School, Braidwood, Illinois
 Mary Waters, Rhinelander, Wisconsin
 Martha Thornburg, Greenbrier College, Lewisburg, West Virginia
 Margaret Woodson, Louisville High School, Louisville, Illinois
 Sister Mary Irma Grenier, Marymount College, Salina, Kansas
 Anna M. Crawford, High School, Boone, Iowa
 Martha McGlaughlin, Excello, Ohio
 Mary Madeiras, Winooski High School, Winooski, Vermont
 Mrs. Edith L. Johnson, The Business Institute and Secretarial School, Santa Ana, California
 Mrs. J. J. Moore, La Porte Business College, La Porte, Indiana
 Sister M. Gregoriana, Sacred Heart High School, Gallup, New Mexico
 Sister Mary Xavier, Incarnate Word Academy, Corpus Christi, Texas
 Arline E. Heyd, High School, Shelbyville, Missouri
 Helen W. Broock Dawkins, Bell High School, Bell, California
 Margaret R. Smith, Bandon High School, Bandon, Oregon
 Mildred F. Hillis, Jeannette High School, Jeannette, Pennsylvania
 Sister Mary Hilary, St. Catherine High School, Chicago, Illinois
 Laurel Harris, Cairo High School, Cairo, Illinois
 Louise M. Pedrett, Fremont Union High School, Sunnyvale, California
 Lena E. White, Abraham Lincoln High School, Council Bluffs, Iowa
 Elizabeth Azford, Newton High School, Newton, New Jersey
 Gena Ostby, State Teachers College, Mayville, North Dakota
 Ruth K. Lord, Concord Business College, Concord, New Hampshire
 Margaret M. Devlin, Condon Business Institute, Yonkers, New York
 Vera Ritzinger, Stockport High School, Stockport, Iowa
 Marie McCarthy, State College of Washington, Pullman, Washington
 Sister M. Anna, Central Catholic High School, Allentown, Pennsylvania
 Vera Habenicht, Powell County High School, Deer Lodge, Montana
 Blanche F. Jordan, Lovington Township High School, Lovington, Illinois
 Claire O'Brien, Davis Joint Union High School, Davis, California
 Benjamin Greenwald, Bushwick High School, Brooklyn, New York
 A. J. Wright, Holborn Hall College, London, England
 Fay Stokes-Nelson, Union College, College View, Nebraska
 Helen Nesbit, Gooding High School, Gooding, Idaho
 Esther M. Williams, East Greenwich Academy, East Greenwich, Rhode Island
 Harriette Holden, Roosevelt High School, Port Angeles, Washington
 Vesta Jensen, St. Paul Park High School, St. Paul Park, Minnesota
 Edna Mae Westfall, West Virginia Business College, Clarksburg, West Virginia
 Dorothy V. Cornell, Wethersfield High School, Kewanee, Illinois
 Frances Bury, Lincoln High School, Park Falls, Wisconsin
 Winifred Elyea, Detroit Commercial College, Detroit, Michigan
 Emma W. Cloud, Hanover High School, Hanover, Pennsylvania
 Ethel G. Bergstrom, Milwaukee Vocational School, Milwaukee, Wisconsin
 Sister M. Domitia, O. S. F., Blessed Agnes Commercial High School, Chicago, Illinois
 B. P. Foote, Washington Missionary College, Takoma Park, Washington, D. C.
 Genevieve Sinnott, Lake Park, Iowa
 Winifred Ferne Taylor, Illinois School for Blind, Jacksonville, Illinois
 Ruth Reynolds, Grand Blanc Consolidated School, Grand Blanc, Michigan
 Mrs. C. F. Noble, Merrill Commercial College, Merrill, Wisconsin
 Gertrude C. Knudsen, Waupaca High School, Waupaca, Wisconsin
 Elsie M. Pike, West High School, Cleveland, Ohio
 Mrs. K. Chase Winslow, Willis College of Commerce, Glendale, California
 Sister M. St. Michael, O. S. F., The John W. Hallahan Catholic Girls' High School, Philadelphia, Pennsylvania
 Pauline McElvain, Franklin High School, Portland, Oregon
 Perle Marie Parvis, Mishawaka High School, Mishawaka, Indiana
 H. J. Russell, St. John's High School, Winnipeg, Manitoba, Canada
 Ethel F. Parent, Central Union High School, El Centro, California
 Effie M. Watson, Warwood High School, Wheeling, West Virginia
 Mildred Scribner Stephens, Pearl River High School, Pearl River, New York
 Ray V. Haning, Belle Center High School, Belle Center, Ohio
 Charlotte F. Thayer, Albany High School, Albany, Oregon
 Brother Joel, St. Mel High School, Chicago, Illinois
 Josephine Crawley, Senior High School, New Britain, Connecticut
 Lorena Card, Atlanta High School, Atlanta, Missouri
 Eva Lamon, Athens High School, Athens, Ohio
 Eunice H. Congleton, Pocatello High School, Pocatello, Idaho
 Edith V. Black, Senior High School, San Diego, California
 Edith K. Olson, Galva Community High School, Galva, Illinois
 Sister M. Clarinda, St. Agnes High School, Los Angeles, California
 Estella R. Failing, Ottawa Township High School, Ottawa, Illinois
 J. P. Griest, William Penn Senior High School, York, Pennsylvania
 Grace De Velbiss, Franklin High School, Los Angeles, California
 Clara S. Winspear, Girls' Commercial Service School, Cincinnati, Ohio
 Alice G. Harvey, South High School, Omaha, Nebraska

Thinking for Discovery

Transcript of a Talk at Annual Convention of California Business Educators' Association

Long Beach, December 28, 1929

By Mrs. Frances Effinger-Raymond

*A*T your first convention I gave a talk that ended with this recapitulation: A successful business school and business *per se* have these common factors:

1. Modern factory equipment, sanitary and wholesome social conditions.
2. Wise selection of raw material.
3. Skillful supervision.
4. Successful marketing of the product.
5. Reinvestment in the business plant.

The private schools can supply the business needs if they prepare for definite occupations that lead into business; if they prepare office assistants who are potential executives; if they offer a training that assures promotion on the job, vertically and horizontally—up to a higher position and across to a broader position.

My first talk was based on an application of economic principles to the running of a business school as a productive plant. This talk will be a further development of this idea from a different angle. Most of us think in two ways: for defense and for discovery. When we think for defense, we marshal the facts at our command to defend our position or our ideas. When we think for defense, we are apt to push aside facts that do not conform with our preconceived notions. From a scientific point of view, this is not thinking at all. The other type of thinking is thinking for discovery; we marshal all the facts possible, look them squarely in the face, and try to find out what they signify.

We Need Training in Thinking

Ernst & Ernst, national accountants, have a message for us in the December *Accredited News*. This message begins with the following statement, "The Educator and the Business Man Have a Mutual Problem." I quote one paragraph only, as it emphasizes the key-



*Mrs. F. E. Raymond
Manager, Pacific Coast and Orient
Office, Gregg Publishing Company,
San Francisco*

note of my talk to you.

"The weakness of educational systems in the training of men for executive positions in the business world is that they tend too much to fill the mind with facts, or what academic men conceive to be facts, but do not train the young men sufficiently on how to use these facts, or the facts which they will learn later in business dealings. The weakness has something to do with the distinction between mere knowledge, which is in the nature of stock on hand, and thinking, which is in line with merchandising on the stock. It is the thinking facility which needs training, both

in college and out of college."

In the December *Reader's Digest* we find an excerpt titled "Fact-Finding—A Revolutionary Science," wherein a chemist and physicist tells us that "what chiefly moves our times is something deeper and much more revolutionary than the mechanical inventions of this scientific age. It is a change in men's minds.

The Trend Toward Facts

"There seems to have been invented in all the world's history no more than three ways of running a business. One is by rule. Another is by hunches. The third is by facts. The first two, it is obvious, have not become extinct. But if there is any one change which has come characteristically over the face of American business, it is decreasing dependence on rule and superstition and the increasing habit of copying the method of scientists; of examining all discoverable facts to make sure that one is as nearly right as possible before one goes ahead."

To get back to our theme: We want to think for discovery and then make use of that discovery to do more thinking, in the hope that

ere life ends some of our thinking may discover ways to do things effectively.

Let's take another title for this talk—Let's call it Inventory Taking.

Inventory Taking

It is a good time of year to think of a business in terms of an inventory. Let's take a 1929 inventory of our stock in trade. In the business I represent, we list every identical item by name and number. We segregate our sales by titles, by states, by grand totals, in dollars and cents. We list our unpaid accounts. Then we spread these lists on our desks and evaluate all the items in each record. We sit down face to face with FACTS. Whether the facts are pleasant or unpleasant is of no significance. Our future success depends upon our intelligent understanding of the meaning of those facts assembled before us. We must vision the future in terms of the facts before us. We have built upon the only foundation we had. We must be wise enough to strengthen any weak places in that foundation before we start building the 1930 edifice—a roof doesn't hold up a building; it's the foundation!

What does an inventory mean to a business school?

Here Are Some Physical Items

What items are important enough for this painstaking study?

Do you know the number of square feet of floor space you have—what it costs you, how it is distributed per classroom, the cost by subjects as indicated by the income-producing students taking those subjects?

Do you know the number of items of equipment, their worth, and cost distribution per subject, per student?

Do you know what your office or service departments are costing you per pupil?

Do you know what your teachers' salaries are costing you per subject and per pupil handled by that teacher?

Do you know what the selling cost of your tuition is per pupil? This means totalling the cost of all your selling agencies, solicitors, advertising, mailing campaigns, and dividing the total by the total number of enrollments (in dollars and cents) for one year.

Until you know the totals of all these cost items in their various relations to the different departments of your school, how can you form an exact picture of your business as a going concern?

We haven't mentioned the actual dollars and cents taken in and spent, because you are all hardheaded enough to balance your accounts and see that the red ink is eliminated from the undesirable side of the balance sheet.

What we are suggesting is that you probe below the surface figures to their meaning.

Stand off some day and take a critical survey of your Reception Office. Look at it with the eyes of a prospect. Does it convey an impression of businesslike efficiency, of orderliness, of neatness? Does it invite? Or does it overawe? Does it help sell your school or does it build up sales-resistance?

Consider Good Will, Too

Take the item of Good Will into consideration, too. Can you inventory so subtle a thing? Do you hide behind the favorable comments you receive? Or do you heed and study the unfavorable reports that reach you? Do you know what the public school authorities are saying about your school? Do you know what your graduates are saying about your school after they get into business? Are they satisfied with the training you are giving them? Or do they resent certain courses you forced upon them and feel unprepared in other lines? Do you really know what impression your solicitors leave in a community after they have left it? Do you know the exact causes for failure to enroll with you? Or for failing to complete the course with you? How are you building up the good will of your community? Are there tangible facts to be collected and analyzed—thought over for discovery?

Your Raw Material

Since your raw material is made up of human beings, it is essential that you make a pretty careful inventory of that raw material.

Do you know how the ages run?

Do you know the status of previous educational experience?

If you don't, how are you going to differentiate your instruction? Are you going to offer exactly the same course to students sixteen years old and those that are thirty-five? Or are the exceptions so rare that they do not need consideration? Are you going to give the same instruction to a high school graduate that you do to a college graduate?

If you do not have a table of these essential primary facts, how can you plan courses of study that meet these human differences?

So far as our experience goes in these matters, there is a huge amount of wasted time because these human facts have not been carefully checked and used for the building of scientific courses.

Are You Meeting Business Demands?

Here is another group of facts to be inventoried:

What does the business man want your stu-

dents to do when he begins to pay them a weekly wage? Once you know these facts, you can compare the items with the items of your own course of study and see wherein you are weak or strong, and proceed at once to strengthen or eliminate the weak spots we have found.

We have compiled, from a recent survey made of the work of 93 stenographers, a list of what might be called the major and minor duties each performed, based on the frequency of use.

A Stenographer's Duties

The major duties were as follows:

- Reporting and transcribing
- Handling incoming mail
- Handling outgoing mail
- Filing correspondence
- Telephone service
- Telegraph service

The minor duties ran thus:

- Reports in longhand
- Proof reading
- Preparing copy for the printer
- Using follow-up files
- Making card indexes
- Using card files, visible files
- Using reference books
- Making statistical records
- Making bookkeeping, accounting, or financial records
- Using special kinds of office equipment
- Personnel and other routine records
- Making appointments for executive
- Keeping records of appointments
- Keeping personal financial records
- Making and keeping itineraries
- Editing dictation

Of the various services about which information was required within the range of the term *minor*—that is, frequent enough to make knowledge desirable—came Bank, Insurance, Freight, and Hotel.

An average of 34 per cent of the stenographer's time was spent on writing undictated letters, reports, and special typewriting.

These facts may not fit in at all with the demands in your locality. But is it not essential for you to have the local facts on file for reference? Sometimes these minor skills are the skills that keep a girl on the job. We have tried all kinds of girls in our offices. The ones with the stiff training in secretarial duties, the ones who can handle all these minor duties effectively—these are the ones who are slated for promotion.

Are Your Courses Effective?

Now, when you have the facts before you, make an analysis of your business that will show you just what you must do to build effective courses for the next year. For instance:

Is your typing overbalanced?

Are you spending too little time on minor skills?

Are you spending too much money on this course or that?

Do you really need expensive machine equipment?

Are your courses intensive or scattered? Which type produces the best results?

Do you know whether you really get better results in typing on a four-period day or a two-period day? Or in shorthand, do you know whether group work or individual work gets best results?

Find and Face the Facts

We all have theories, but have we made a scientific chart of these theories? Instead of maxims or prayers, try fact-finding and fact-facing via charts, statistics, mathematical formulas.

Do you submit to the enthusiastic teacher with a fad, or the dominant teacher who has been long with you, or to the new teacher who wants to throw out all your present texts and programs and show you how she did things in So-and-So's school?

Let us keep in mind constantly this challenge:

Are we thinking in order to defend our established order of procedure? Or, are we thinking to discover better ways of doing things?

Thinking for defense or thinking for discovery! A real challenge.

Take Your Typing Program

Do you simply try to defend your present standards and procedure in typewriting? Or, are you on the road to discovery? Have you collected facts from the business man so that you know exactly what he wants a typist to do in his office? And then, have you planned your typing program to train simply and directly for the kind of typing he is willing to pay for? Or, are you spending hours training for a spurious speed that has little practical value? Weeks for speed and not one day for card indexes? Months on speed tests, and how much time for real projects? Do you know that 120 hours are enough to turn out a good typist? Or aren't they? Do you know when training for transcription should begin? The sixth week? The twelfth week? The sixteenth week? The twentieth week? Do you know whether training for transcription is the job for the shorthand teacher or the job for the typing teacher?

It is not at all simple to find out the relation between the known facts in this fundamental problem of training stenographers—typewriting and transcription. Does the tail wag the dog or the dog wag the tail?

You Must Think for Discovery!

You are peculiarly of today. You are the last people in the world to be bound by tradition. You can safely leave all that to our academic brethren of the universities. You serve the liveliest group there is—the business men.

You are not to be dictated to by University examiners who are Ph. D.'s in the Romance languages. You are not under the supervision of state authorities. But you are entirely at the mercy of the business man. If

he turns you down, you are doomed. You cannot afford to waste any time on defense. You must think for discovery. Let your high-paid solicitors spend a part of their time making surveys of the business world. The salesmen that do not bring to you valuable suggestions, gained through contact with your buying public, are not worth their salt.

Once a year take an Inventory.

Get the facts.

Get the relative values of those facts.

Understand, analyze, interpret those facts. Then, begin to think for Discovery!



Iowa Research Conference Coming

Program of Research Conference on Commercial Education

University of Iowa, May 16, 17, 1930

THE Fifth Annual Research Conference on Commercial Education will be held on May 16 and 17. True to traditions which have been developed about this meeting, all the talks will be reports of research—unimportant ponderosity of verbiage being prohibited. As indicated by the program, the reports will cover some of the more recent investigations in typewriting, shorthand, junior business training, commercial law, commercial contests, and administrative problems. The speakers include a number of well-known students of business education. In addition, a

half dozen or more of the studies being made at the University of Iowa Research Center will be reported by Iowa students and instructors.

If you have ever attended one of these research conferences, the bare announcement of the dates will be enough to start you planning to be present; if you have never attended, you may find it profitable to follow the country's leaders in commercial education, most of whom are present each year. For complete details, hotel reservations and the like, write to Dr. E. G. Blackstone, head of Commercial-Teacher Training, University of Iowa, Iowa City, Iowa.

Subjects to be Presented

A State Program for Secondary Business Education Based on Research, by *J. O. Malott*, Specialist in Commercial Education, United States Bureau of Education, Washington, D. C.

An Experiment with Erasing in Typewriting, by *E. G. Blackstone*, Associate Professor of Education, University of Iowa

The Relative Efficiency of Double or Single Periods in Typewriting, by *Bessie A. Young*, West Waterloo High School, Waterloo, Iowa

What Weights Should be Assigned to Different Kinds of Typing Errors? by *Nobel Morrison*, Graduate Student, University of Iowa

What Weight Should be Given to Speed and to Accuracy in Typing? by *Florence Bailey*, Graduate Student, University of Iowa

A New Type of State-Wide Commercial Contest for Wisconsin, by *C. M. Yoder*, Director of Commercial Courses, Whitewater State Teachers College, Whitewater, Wisconsin

The Reactions of Commercial Teachers to Commercial Contests, by *Frances Botsford*, Assistant in Commerce, University of Iowa

The Extent of Student Withdrawals from Shorthand Classes, by *Myrtle Gaffin*, State Teachers College, Cedar Falls, Iowa

A Study of Eye-Movements in Reading Shorthand, by *Ann Brewington*, College of Finance and Administration, University of Chicago

A Study of Standards of Achievement in Stenography, by *J. O. Malott*, Specialist in Commercial Education, United States Bureau of Education, Washington, D. C.

Building Clerical Courses on Facts, by *L. L. Jones*, Gregg Publishing Company

A Plan for Vocational Guidance through Junior Business Training, by *Samuel Wanous*, Commercial Instructor, University Experimental Schools, University of Iowa

Objective Tests for Commercial Law, by *P. B. S. Peters*, Manual Training High School, Kansas City, Missouri

Summary of Recent Significant Research Findings, by *E. W. Barnhart*, Chief of Commercial Education Service, Federal Board for Vocational Education, Washington, D. C.

Dinner will be served to all Conference visitors, in charge of Pi Omega Pi, the National Commercial Teachers' Fraternity.

CONVENTIONS

Annual Conference of National Association of Commercial-Teacher Training Institutions

New York University, February 28-March 1, 1930

Held Jointly with a Business Education Conference of New York University

UPON the occasion of the dedication of New York University's new School of Education building at Washington Square, a series of interesting sessions attended by commercial-teacher training educators from all over the country was held along with a number of other conferences covering the field of education.

In addition to the formal dedicatory exercises participated in by Chancellor Brown of the University, Dean Withers of the School of Education, and Mr. Frederick Brown, well-known philanthropist and benefactor of New York University, programs were arranged by Dr. Paul S. Lomax, of the same institution.

Entire Country Represented

Representative of American business was Comptroller C. A. Heiss, of the American Telephone and Telegraph Company, a member of the New Jersey State Board of Regents. State Teachers' Colleges and Normal Schools were well represented by Mr. C. M. Yoder, Whitewater, Wisconsin; Mr. M. E. Studebaker, Muncie, Indiana; Mr. George M. York, Albany, New York; Mr. M. V. Cheek, Springfield, Missouri; Dr. J. H. Dodd, Fredericksburg, Virginia; Mr. C. D. Clarkson, Trenton, New Jersey; Mr. Paul V. Sangren, Kalamazoo, Michigan; Mr. A. A. Miller, Denton, Texas; Mr. J. Asbury Pitman, Salem, Massachusetts; Mr. G. G. Hill, Indiana, Pennsylvania; and Mr. T. O. Bellwood, Flagstaff, Arizona. The University contingent included Dr. Paul S. Lomax, of New York University; Dr. Herbert A. Tonne, New York University; Prof. F. G. Nichols, Harvard; Dr. E. G. Blackstone, Iowa; Prof. W. W. Patty, Indiana; Dean Lester B. Rogers, University of Southern California; Prof. S. Howard Patterson, Pennsylvania; Prof. George R. Tilford, Syracuse; Miss Catherine F. Nulty, Vermont;

Mr. Louis A. Rice, Rutgers, and New Jersey State Department; Prof. Frances Bowers, Temple University; Miss Ann Brewington, Chicago; Dr. Edwin A. Lee, California; Dr. John T. Madden, New York University; Dean Everett W. Lord, Boston University; Prof. George E. Myers, Michigan; Dean Grover H. Alderman, Pittsburgh; Miss Helen Reynolds, Ohio University; Dr. John O. Creager, New York University; Miss Margaret H. Ely, Carnegie Institute, Pittsburgh; Miss Lelah Brownfield, Alabama College, Montevallo, Alabama; and Miss Magdalen Soisson, Notre Dame College, South Euclid, Ohio. Besides, a number of high school teachers and officials from the vicinity of New York were in attendance. Mr. Linton presented a paper prepared by Dr. Harry D. Kitson, of Columbia University.

Gist of the Meetings

Friday morning, February 28, the sessions were divided into sectional discussions (by state teachers' college representatives in one group and university representatives in another) of what technical subjects in business should enter into teacher-training courses, a brief general session being held afterwards to report upon the activities in the sectional meetings. There was general agreement in the teachers' college group that training courses must be flexible in order to meet the diverse needs of trainees, and that they must be given work in every technical subject sufficient to enable them to teach the subjects efficiently that are required in high schools. Several speakers emphasized the point that secondary school methods of teaching rather than college methods must be used in teaching these technical subjects. Some of the schools give full or partial credit for this work. A few give no credit toward the degree for the elementary technical courses.

In the university group there appeared to be a marked division of opinion in the matter of the possibility of granting credit and offering such courses within the university. As Professor Nichols (Harvard) effectively urged, some universities recognize the need for these technical subject matter courses but can not or will not stoop to offer them, preferring often to give credit for work done in other institutions where they can not control or evaluate the character of the courses offered. The situation was delineated as so clearly a paradoxical one that the representatives of such institutions frankly admitted that they were not attempting to justify the attitude, contenting themselves merely with its exposition. It is obvious that there is need for definite and courageous action on the part of some university authorities.

Federal Aid

Prof. F. G. Nichols reported on some real progress he had been able to make in securing recognition for commercial education, in connection with a bill now before Congress to grant aid to vocational education. If adopted, it will result in an extremely rapid and important development of commercial education in the Federal organization and, indirectly, in the States, and many directors will be needed to head commercial education activities.

Experience and Leadership

Friday afternoon sessions were also sectional, centering around the subject of what specialized subjects in business education should be required in training courses. In the teachers' college section this topic revolved around the need of teachers learning to teach by teaching, the inadequacy of traditional methods lecture courses, etc. Mr. G. G. Hill, State Teachers' College, Indiana, Pennsylvania, described his unique and well-developed plan for providing supervised teaching experience in nearby city high schools. Each student teacher teaches on full time under at least triple supervision for one full semester before graduation. The plan is economical and efficient. It aroused much interest and many questions were asked.

Mr. J. Asbury Pitman, principal of the State Normal School at Salem, Massachusetts, has inaugurated a program calling for 140 semester hours of work for graduation instead of the usual 120 semester hours. He and most of the others provide for and credit practical business experience as a part of the course.

In the general meeting devoted to discussing what technical subjects in business and what specialized subjects in business education should be required for Master's and Doctor's

degrees, it was agreed that no cut-and-dried requirements could be set up, but strong pleas were made that these degrees should be made to represent more than credits earned or courses taken. Real or potential leadership, if not significant contributions, should be demanded.

Research Conference on Saturday

Saturday sessions (March 1) were conducted as a business education research conference by the Department of Business Education of the School of Education, New York University, jointly with the Commercial Teachers' Club of that institution.

Mr. Earl W. Barnhart, Chief of Commercial Education Service, Federal Board, Washington, presented a strong case for individual and group leadership as the acid test of candidates for graduate degrees, particularly for the Doctor's degree. Mr. J. O. Malott, Specialist in Commercial Education, Bureau of Education, Washington, contributed a study of the supply and demand for commercial teachers in the United States. Mr. Louis A. Rice and Mr. John J. W. Neuner reported on their studies of the status of commercial education and teacher supply and demand in the states of New Jersey and New York, respectively.

Hall of Fame Visited

Sectional meetings followed, devoted to accounting, secretarial studies, and social business subjects. All meetings were well attended. A trip to the Hall of Fame at the uptown center of New York University was arranged for Saturday afternoon. Luncheon was served both days by the Commercial Teachers' Club of New York University.



More State Digests

Indiana

TENTH ANNUAL CONFERENCE OF
INDIANA COMMERCIAL TEACHERS,
Ball State Teachers College, Muncie, Indiana,
February 15.

Central Theme: THE EVALUATION OF RESULTS
IN THE TEACHING OF COMMERCIAL SUBJECTS.
Speakers:

W. W. Wright, Indiana University, Bloomington,
FUNDAMENTALS OF A SUCCESSFUL PROGRAM IN
TESTS AND MEASUREMENTS; Gertrude Lieber, Em-

(Continued on page 324)

Directory of 1930 Summer Schools for Teachers

SPECIAL COURSES in Commercial-Teacher Training will be offered this summer at the following Schools according to announcements sent us recently. This list includes all schools from whom information is now on hand. Any additional listings received before April 10 will be reported in our May issue.

Arizona**LAMSON BUSINESS COLLEGE
PRESCOTT**

Shorthand Theory: Jessie McClaughry; Shorthand Methods: Mrs. Flora J. Weatherford; Typewriting Theory and Methods: T. Owen Porter; Accountancy: Lillian Sage, Mrs. Flora J. Weatherford; Advertising: T. Owen Porter, Mrs. Weatherford; Salesmanship: T. Owen Porter

June 3 to August 29

Mrs. Flora J. Weatherford, Director

Arkansas**DRAUGHON'S PRACTICAL
BUSINESS COLLEGE
LITTLE ROCK**

Methods Courses in Shorthand, Typewriting, Bookkeeping and related subjects

July 7 to August 15

John T. Vetter, Director

California**ARMSTRONG COLLEGE OF
BUSINESS ADMINISTRATION
BERKELEY**

Education: Dr. J. Frank Day, Walker M. Ramsey; Shorthand Methods: Robert L. La Dow; Typing Methods: P. A. Munshausen, Walter T. White, Dr. J. E. Coover; Shorthand Theory: Sadie F. Nickell, Esther R. Scott, Louise H. Dunkel; Accounting Theory and Methods and Allied Subjects: George T. Dibble, Laurence E. Gage, Frank A. Waring, O. J. Dickie, Jennie W. Hunter; Foreign Trade and Marketing: Dr. John H. Goff, George A. Leatherman, W. W. Diehl; English: Mary G. Embleton; Rosalie Winslow; Typing Theory: Florence Land, Frances M. Roberts; Secretarial Science: Ray W. Fisher, Esther P. Armstrong, Junietta G. Cummings; Executive Procedure: J. Evan Armstrong

June 28 to August 8

J. Evan Armstrong, Dean

**UNIVERSITY OF CALIFORNIA
BERKELEY**

Shorthand Methods: Mrs. Minnie DeMotte Frick—2 units; Demonstration Class in Teaching Shorthand: Mrs. Frick—2 units

June 30 to August 9

Harold L. Bruce, Dean

**FRESNO STATE TEACHERS'
COLLEGE, SIERRA SUM-
MER SCHOOL
HUNTINGTON LAKE**

Accountancy: W. B. Mikesell; Salesmanship: W. B. Mikesell; Personal Investments, Principles of Economics, Commercial Geography, Industrial History

June 28 to August 8

W. B. Givens, Dean

**UNIVERSITY OF CALIFORNIA,
SOUTHERN BRANCH
LOS ANGELES**

Typewriting Methods and Demonstration Class: Mrs. Esta Ross Stuart—3 units each; Supervision of Teaching: Charles W. Waddell—2 units

June 30 to August 9

Thomas M. Putnam, Dean

**UNIVERSITY OF SOUTHERN
CALIFORNIA
LOS ANGELES**

Curriculum and Methods in Secretarial Subjects: Albert E. Bullock—2 units each

June 30 to August 7

Lester B. Rogers, Dean

**WOODBURY COLLEGE
LOS ANGELES**

Methods Courses in Shorthand, Typewriting, Bookkeeping and allied subjects; Special College Instruction in Higher Accountancy and Business Administration

July 7 to August 15

R. H. Whitten, Director

**STATE TEACHERS COLLEGE
SAN JOSE**

Shorthand Methods: Doris Hoffman—3 qt. unit; Typewriting Content, Beginning and Advanced: Doris Hoffman—3 qt. unit each; Accountancy Content, Beginning and Advanced; also Methods: A. C. Kelley—3 qt. unit each course; Content and Methods for General Clerical Training: Doris Hoffman—3 qt. unit;

Salesmanship Methods: Lydia Innes—3 qt. unit; Junior Business Training Methods—3 qt. unit; Senior Business Training Methods—3 qt. unit

June 23 to August 1

Dr. George E. Freeland, Dean

Colorado**SCHOOL OF COMMERCE,
ACCOUNTS AND FINANCE
OF THE UNIVERSITY OF
DENVER**

Content and Methods Courses in Shorthand and Typewriting: Miss Kotz; Methods in Business English: Professor Hutchingson; Methods in Bookkeeping: Miss Fenton; Commercial Law: Professor Wood; Accounting: Professor Standard, Professor Lindsay, Mr. Linck, Mr. Jackson

Two terms—June 16 to July 22; July 23 to August 29

F. C. Onstott, Registrar

**THE BURRE BUSINESS
COLLEGE
BOULDER**

Gregg Shorthand, Typewriting, Secretarial Training: D. K. Burre; Accounting and Office Appliances: G. E. Dickens. Credits for commercial teachers' certificates given

Two five-week terms—June 16 to July 18 and July 21 to August 22

D. K. Burre, Director

**COLORADO STATE TEACH-
ERS COLLEGE
GREELEY**

Content and Methods Courses in Shorthand and Secretarial Science: S. C. Bedinger; Content and Methods Courses in Typewriting, Filing, Bookkeeping: W. L. Kries; Accounting and Business Administration: A. O. Colvin

Two terms—June 14 to July 19 and July 21 to August 23

Dr. G. W. Frasier, President
A. O. Colvin, Head of Department of Commercial Education

**WESTERN STATE COLLEGE
OF COLORADO
GUNNISON**

Gregg Shorthand: Marguerite McNew; Typewriting: Alpha

Johnson and Caroline Sunderland; Accounting and Office Training: P. E. Leavenworth

One term—June 14 to August 23

Richard Aspinall, President

District of Columbia**WASHINGTON SCHOOL FOR
SECRETARIES
WASHINGTON**

Theory of Gregg Shorthand and Typewriting. Special six weeks' course for teachers on the subject "Office Training Laboratories." Instructors: Lillian Almond, Esther Bartlett, Rachel Reinhardt

July 7 to August 23

Mrs. Adria C. Beaver, Director

Georgia**HATTON BUSINESS COL-
LEGE
ATLANTA**

Theory of Gregg Shorthand, Typewriting, Bookkeeping, Commercial Law, Business Organization and Management. Instructors: W. Balenger, C. K. Denke, S. P. Hatton, Bebbie Vanek

June 16 to August 23

S. P. Hatton, Director

Illinois**IGRG COLLEGE
CHICAGO**

Shorthand Teachers' Diploma Course, including Methods of Teaching Shorthand, Typewriting, Secretarial Training, and Shorthand Blackboard Penmanship Drills: W. W. Lewis, Helen W. Evans, K. Olive Bracher, Jessie Arnold; Business Teachers' Diploma Course, including Bookkeeping, Commercial Law, Salesmanship: Albert Luenser

July 7 to August 15

Henry J. Holm, Principal

**UNIVERSITY OF CHICAGO,
SCHOOL OF COMMERCE
AND ADMINISTRATION
CHICAGO**

The Teaching of Stenography and Typewriting: Ann Brewington; the Teaching of Economics, Business Education

Problems: H. G. Shields; Methods of Teaching Accounting

Two terms—June 16 to July 23 and July 24 to August 29
W. H. Spencer, Dean

WESTERN ILLINOIS STATE TEACHERS COLLEGE MACOMBE

Methods Courses in Shorthand and Typewriting: Hazel M. Keys; Bookkeeping, Business Administration, Penmanship: H. S. Young

Two terms—June 9 to July 18 and July 18 to August 27
Dr. W. P. Morgan, Director of Summer School

ILLINOIS STATE NORMAL UNIVERSITY NORMAL

Methods Courses in Shorthand and Typewriting: Alta J. Day, H. F. Admire, H. Irene Johnson; Elementary Accounting: Ethel Oldaker, Alice Stocker; Advanced Accounting: A. R. Williams, H. F. Admire; Business Administration Courses: A. R. Williams, Jane Church

Two terms—June 16 to July 25 and July 26 to August 30
Arthur R. Williams, Dean, School of Commerce

GEM CITY BUSINESS COLLEGE QUINCY

Elementary Shorthand: Faye Mathis, Helen Heather; Shorthand Dictation: Grace Stewart, Margaret Gabriel; Bookkeeping: C. I. Smith; Commercial Law and Business Management: W. T. Brown; English and Correspondence: T. E. Musselman

June 2 to August 1
T. E. Musselman, Director

Indiana

INDIANA UNIVERSITY BLOOMINGTON

Beginning Typewriting (credit on B.S. in Teachers' Course): Lula M. Westenhaver; also courses in Accounting, Sales Management, Marketing

June 12 to August 8

William A. Rawles, Dean, School of Commerce and Finance

LOCKYEAR'S BUSINESS COLLEGE EVANSVILLE

Theory and Methods of Teaching Shorthand: Thomas H. Black; Typewriting Principles and Methods: Marcia L. Gentry

June 23 to August 15

Thomas H. Black, Director

BALL STATE TEACHERS COLLEGE MUNCIE

Elementary, Advanced, and Methods Courses in Shorthand: Vernal H. Carmichael and Esther Debra; Beginning and Advanced Typewriting: Esther Debra and Vernal H.

Carmichael; Problems and Methods in General Business Training: M. E. Studebaker (first summer term); Objective Tests and Measurements applied to Commercial Subjects: Vernal H. Carmichael (first summer term)

Two terms of five weeks each—June 16 to July 19 and July 21 to August 23
L. A. Pittenger, President
M. E. Studebaker, Head of Department of Commerce

INDIANA STATE TEACHERS COLLEGE TERRE HAUTE

Methods in Commercial Subjects: Mr. Young; Elementary and Advanced Shorthand: Miss Rucker; Elementary and Advanced Typewriting: Miss Ehrenhardt; Secretarial Training and Commercial Arithmetic: Miss Wood; Accounting: Mr. Grove

Two terms—June 16 to July 19 and July 21 to August 23
Shepherd Young, Summer School Director

Iowa

STATE TEACHERS COLLEGE CEDAR FALLS

Shorthand, Secretarial Training, Methods in Commercial Subjects: Frances R. Botsford and Elizabeth Harnack; Commercial Law, Accounting, Business Publications: R. O. Skar; Advertising, Commercial Correspondence, Business Organization: Geo. R. Mach; Penmanship: H. C. Cummins
One term of twelve weeks—June 3 to August 22

O. R. Latham, President
Ira S. Condit, Head, Department of Commercial Education

UNIVERSITY OF IOWA IOWA CITY

Problems of Teaching Shorthand, Secretarial Science, Personal Typewriting: Mrs. F. N. Schramper; Problems of Teaching Typewriting; Problems of Teaching Bookkeeping and Junior Business Training; Administration of Supervision of Commercial Education; Testing in Commercial Education; Review of Scientific Studies in Commercial Education: E. G. Blackstone

Two sessions—June 6 to July 17 and July 21 to August 21
Dr. E. G. Blackstone, Director

Kansas

KANSAS STATE TEACHERS COLLEGE OF EMPORIA EMPORIA

Methods in Shorthand and Typewriting: Adelaide Kauzer; Business Law and Accounting: L. A. Parke; Marketing and Accounting: Ralph Pickett

Two terms—May 29 to July 25 and August 4 to August 29
Ralph Pickett, Director of Summer School

KANSAS STATE TEACHERS COLLEGE HAYS

Methods in Shorthand and Typewriting: Harriet M. Schwenker; Methods in Bookkeeping: L. D. Thompson
One term of nine weeks—May 27 to July 25

F. B. Lee, Director of Summer School

KANSAS STATE TEACHERS COLLEGE PITTSBURG

Beginning and Advanced Shorthand, Secretarial Training and Office Practice, Commercial Methods: Willa M. Dush; Typewriting Methods, Beginning and Advanced Typewriting: Lillian I. Miller; Beginning and Advanced Accounting: J. U. Massey; Business Law: W. S. Lyerla; Penmanship Methods: Hallie Bennington

One term—June 2 to August 1
W. S. Lyerla, Director of Summer School

June 30 to August 8
Robert B. Roulston, Director

Massachusetts

BOSTON UNIVERSITY SUMMER SESSION BOSTON

Elementary Principles of Gregg Shorthand: Professor Walt H. Mechler; Methods of Teaching Gregg Shorthand: Professor Walt H. Mechler; Intermediate Shorthand: Mrs. Louise Bellows Messer; Elementary Typewriting: Mrs. Velma Rhodes Rich; Methods of Teaching Typewriting: Mrs. Velma Rhodes Rich; Intermediate Typewriting: Mrs. Louise Bellows Messer
July 7—August 16

Dr. Alexander H. Rice, Director

SIMMONS COLLEGE BOSTON

Courses in Methods of Teaching Arithmetic, Commercial English, Commercial Law, Office Methods, Penmanship, Shorthand, and Typewriting. Other Courses in Subject Matter

July 7—August 16

Dr. Edward H. Eldridge, Director

HARVARD UNIVERSITY, GRADUATE SCHOOL OF EDUCATION CAMBRIDGE

SH1, Principles of Vocational Education: Dr. Fred C. Smith; SH2, Principles of High School Commercial Education: Associate Professor Frederick G. Nichols; SH11, The Senior High School Commercial Curriculum: Ernest A. Zelliot, Theodore Roosevelt High School, Des Moines, Iowa; SH12, Organization and Supervision of Commercial Education: Associate Professor Frederick G. Nichols; SH13, The Junior High School Commercial Curriculum: Ernest A. Zelliot
July 7—August 16

Philip P. Chase, Director

BAY PATH INSTITUTE SPRINGFIELD

Bookkeeping, Accounting, Gregg Shorthand, Typewriting, Arithmetic, English, Commercial Law, Psychology

July 1—August 8

C. F. Gaugh, Director

Michigan

UNIVERSITY OF MICHIGAN, SCHOOL OF BUSINESS ADMINISTRATION ANN ARBOR

Advanced Courses in Accounting, Marketing, Finance, and Organization; Methods Courses in the School of Education
June 30—August 22

THE BUSINESS INSTITUTE DETROIT

Teachers' Course in Shorthand and Typewriting: Miss A. B.

Mitchell; Bookkeeping: W. O. Winkler. Full credit given on the Michigan State Life Certificate Course

Summer term begins July 7

A. F. Tull, President

WESTERN STATE TEACHERS COLLEGE KALAMAZOO

Beginning, Advanced, and Methods Courses in Shorthand and Typewriting: Bertha M. Leighton; Beginning and Advanced Accounting: E. D. Pennell; Problems in Secondary Commercial Education: E. D. Pennell

June 30—August 8

D. B. Waldo, President
E. D. Pennell, Director Commercial-Teacher Training Course

CENTRAL STATE TEACHERS COLLEGE MOUNT PLEASANT

Shorthand and Typewriting: Olive Kunz; Accounting and Business Law: F. E. Robinson

June 30—August 1

E. C. Warriner, President

CLEARY COLLEGE YPSILANTI

Life Certificate and Degree Courses in all commercial subjects, through affiliation with Michigan State Normal College

Two terms—First term opens June 30; Second term opens August 11

P. R. Cleary, President

Minnesota

MINNEAPOLIS BUSINESS COLLEGE MINNEAPOLIS

Teacher-Training Courses in Bookkeeping, Shorthand, and related subjects: E. B. Maetzold, Grace Gunderson, Mabel Rogers, Mona Hogan

June 9 to August 29

J. H. Mosher, President

UNIVERSITY OF MINNESOTA MINNEAPOLIS

Shorthand, Typewriting, Secretarial Training: Miss E. Donaldson; Methods Course in Commercial Education

June 17 to July 26

J. C. Lawrence, Director of Summer Session

RASMUSSEN PRACTICAL BUSINESS SCHOOL SAINT PAUL

Gregg Shorthand: I. Carlson, D. Brache; Typewriting: A. Becker; Business Courses: W. E. Kamprath, J. Rasmussen

Courses offered in June, July, and August

Walter Rasmussen, Director

TWIN CITY BUSINESS UNIVERSITY SAINT PAUL

Methods Courses in Bookkeeping, Accounting, and Business Law: Burton A. Cable; Ele-

mentary Shorthand and Typewriting Methods: Mae E. Estabrook; Intermediate Shorthand: Mrs. B. A. Cable; Advanced Shorthand, Advertising: W. C. Stephens

Two summer terms—June 9 to July 18 and July 21 to August 29

Burton A. Cable, Principal

Missouri

SOUTHEAST MISSOURI STATE TEACHERS COLLEGE

CAPE GIRARDEAU

Elementary and Advanced Typewriting: Eunice Wells;

Elementary Accounting, Banking, Teaching of Commercial Subjects: Flora M. Newmeyer

May 27—August 1.

Joseph A. Serena, President

NORTHEAST MISSOURI STATE TEACHERS COLLEGE

KIRKSVILLE

Methods Courses in all Commercial Subjects: P. O. Selby

June 2—August 8

Eugene Fair, President

NORTHWEST MISSOURI STATE TEACHERS COLLEGE

MARYVILLE

Content and Methods Courses in Shorthand, Typewriting, Accounting, Penmanship: Minnie B. James; Business Law: E. W. Mounce; also courses in Economics, Industrial History, Office Management, Business English

June 2—August 6

Uel W. Lamkin, President

STATE TEACHERS COLLEGE SPRINGFIELD

Methods in Teaching Shorthand, Typewriting, and Related Commercial Subjects: Mrs. Ruth T. Gibson; Methods in Accounting, Commercial Law, and Related Subjects: J. D. Delp

June 2—August 6

J. D. Delp, Head of Department of Commerce

CENTRAL MISSOURI STATE TEACHERS COLLEGE

WARRENSBURG

Elementary and Methods Courses in Shorthand and Typewriting: Myrtle Downs; Accounting: Clay J. Anderson; Economics: W. E. Morrow

June 3—August 7

W. E. Morrow, Dean of the College
G. E. Hoover, Registrar

Nebraska

NEBRASKA STATE NORMAL COLLEGE CHADRON

Typewriting, Shorthand, Business Correspondence: Margaret Lieneman; Bookkeeping and Accounting, Penmanship Methods, Commercial Arithmetic, Bank Accounting: Myra L. Clark

Two terms—June 6 to July 16 and July 15 to August 22

Robert I. Elliott, President

NEBRASKA STATE NORMAL AND TEACHERS COLLEGE KEARNEY

Advanced Shorthand, Beginning Penmanship: J. H. Hale;

Beginning and Advanced Typewriting, Advanced Penman-

ship: E. C. Sutton; Bookkeep-

ing and Accounting: Charles Apel

Two terms of six weeks each—

June 2 to July 11 and July 14 to August 22

George E. Martin, President

Charles Apel, Head of Department of Commercial Education

LINCOLN SCHOOL OF COMMERCE

LINCOLN

Elementary and Advanced Shorthand: Gertrude Beers; Beginning and Advanced Typewriting: Trilla F. Gardner; Bookkeeping and Accounting: W. M. Bryant; English and Business Correspondence: D. B. Martl

June 2 to August 23

W. A. Robbins, President

UNIVERSITY OF NEBRASKA, TEACHERS COLLEGE LINCOLN

Elementary Typewriting:

Hazel Hagerman, Gertrude Knie, Harriet M. Schwenker, Miss L. M. Hill; Elementary

Shorthand: Harriet M. Schwenker, Gertrude Beers, Gertrude Knie; Methods in

Shorthand: Gertrude Goering, Gertrude Beers; Methods in

Typewriting: Gertrude Goering, Miss L. M. Hill

June 9 to August 8

R. D. Moritz, Summer School Director

PERU STATE TEACHERS COLLEGE

Methods in Shorthand and Typewriting: Myrtle O. Boatman; Accounting, Penmanship, and Law: Anna Irwin

Two terms of six weeks each—

June 9 to July 16 and July 17 to August 23

W. B. Pate, President

STATE TEACHERS COLLEGE WAYNE

Shorthand: Winifred Henry;

Beginning Typewriting: Winifred Henry; Accounting: Wal-

ter C. Lowrie

Two terms of six weeks each—

June 7 to July 19 and July 21 to August 22

Dr. U. S. Conn, Director of Summer School

New Hampshire

UNIVERSITY OF NEW HAMPSHIRE DURHAM

Introduction to Economics, Financial History of the United States, Elements of Money and Banking: Professor Harry W. Smith; Corporation Accounting, Income Tax Procedure, Methods of Teaching

Bookkeeping in Secondary Schools: Professor Arthur W. Johnson; Principles and Methods of Teaching Shorthand Typewriting, and Office Practice: Clarissa M. Hills

June 30 to August 8

Justin O. Wellman, Director

New Mexico

NEW MEXICO NORMAL UNIVERSITY LAS VEGAS

Content Courses in Beginning Typewriting, Commercial Law, Shorthand, and Beginning Accounting

June 6 to July 16

Frank Carroon, President
Beulah Meier, Associate Professor of Commerce

New Jersey

LEMASTER INSTITUTE ASBURY PARK

Theory Courses in Gregg Shorthand, Typewriting, Business English, Bookkeeping and Accountancy, Business Economics, Business Organization, Advertising and Salesmanship, Commercial French and Spanish: G. T. Wiswell, Janette D. Steinhaeuser, William O. Heckman, Horace I. Jones, Dr. Walter P. Steinhaeuser, Dr. Oliver G. J. Schadt, Instructors

June 23 to September 12

Dr. Walter P. Steinhaeuser, Director

RUTGERS UNIVERSITY NEW BRUNSWICK

Methods of Teaching Gregg Shorthand, Typewriting, Bookkeeping; Commercial Law, Elementary Business Training; Principles and Problems of Business Education; Tests and Measurements in Business Education; Teaching Materials in Business Education; Research Studies in Business Education

June 30 to August 8

C. E. Partch, Director

RIDER COLLEGE TRENTON

Methods and Subject Matter in Gregg Shorthand, Touch Typewriting, Bookkeeping, Secretarial Duties, etc.; Problems of Secondary Education

June 24 to August 15

Joseph W. Seay, Director

New York

NEW YORK STATE COLLEGE FOR TEACHERS ALBANY

Stenography (2 hrs.), Economic Geography (3 hrs.); Prof. G. M. York; Commercial Law (3 hrs.), Theory and Practice of Accounts (2 hrs.); C. J. Terrill; Typewriting (2 hrs.), Elementary Statistics (2 hrs.); H. M. Terwilliger; Principles and Methods in Vocational Education (3 hrs.), Vocational and Educational Guidance (2 hrs.)

July 7 to August 16

M. G. Nelson, Director

(Continued on page 313)

The Teaching of Typewriting

Tests Prepared by M. L.

Western High Sch., B.C.

MRS. NORTH prepared these tests in connection with her commercial-teacher training classes, which she has offered during the past several summers at Johns Hopkins University. The tests are based on Dr. William F. Book's well-known text, "Learning to Typewrite."

Part I Book: "Learning to Typewrite"

True-False

(Place plus sign before statement, if true; minus sign, if false.)

1. One stimulus is sufficient for a teacher to give in typing, as all children will respond in the same way.
2. All through our typing teaching we should have the child spell out the letters of each word.
3. Acquired habits are modification and extension of the native modes of behavior.
4. In developing the law of practice or habit, we should keep frequency, recency, and intensity in mind.
5. It is futile to try varied stimuli on dull children; they will not improve anyhow.
6. The linkage of any response to a stimulus is weakened when the response is a success.
7. Interest plays a minor part in learning.
8. Inner tendencies have a great deal to do with learning and retention.
9. We can always depend upon the child to create interest in his work.
10. Intelligence has been generally defined as successful behavior, or ability to make a successful response.
11. It is a better plan to give only one stimulus at a time.
12. The responses made by a pupil while trying to learn typewriting will be very different if he can actually improve in speed and accuracy.
13. Because of the after effect of an error, phrases are more effective in remedial work than are combinations of letters.
14. In order to write at a very high rate of speed, one should have a spur.
15. A teacher can very well give good directions to a class and leave them thereafter to their own devices.
16. Words should be written as units rather than as separate letters.
17. An entirely new response must be developed by combining certain instinctive or previously learned ways of reacting to form the successful response.
18. Children who learn quickly, forget quickly.
19. The law of analogy is operative when a child changes from one machine to another.
20. When a child is fatigued, give him a special urge rather than rest or a change of material.

Completion

1. The three most vital aspects of the learning process are stimulus, _____, and _____.
2. The laws of learning, _____, _____, _____, _____, are active in the learning of typewriting as well as in other subjects.
3. The law of effect includes satisfaction and _____.
4. Reaction depends upon: _____ nature; structure; _____; physical state; and _____ attitude.
5. Habits are innate and _____.
6. Learning is _____, _____, and _____ bonds.

(Make answers concise)

1. Give two concrete examples of negative adaptation in typing.
2. Name several ways in which timing is effective; explain why each is effective.
3. The parts of a machine that I would teach on the first day are:
4. These three ways are means I would use to help a child overcome fatigue:
5. In order to assist a class in short-circuiting, I should
6. If a child is slow in sensing rhythm, I can help him by

Typing in Secondary Schools

Frances Doub North

Baltimore, Maryland

Part II Book: "Learning to Typewrite"

True-False

(Place plus sign before statement, if true; minus sign, if false.)

1. It pays to make a careful analysis of a particular job.
2. We should tell our pupils very early in their training that when they make an error, they should not finish the word.
3. Learning to typewrite consists of making a series of responses—never a group of isolated or strictly individual letter-making movements.
4. Controlling the sequence of letter-making movements is an easy problem.
5. All words can be spelled with the same rapidity.
6. Rhythm records are of some help at all stages of typewriting.
7. Intensity and rhythm are the same thing.
8. Get the feel of key and of relative distances before actually writing.
9. Stress maximum movement in the fingers, but minimum movement of shoulders, elbows, and wrists.
10. Dissatisfaction with his score makes a learner vary his responses indefinitely or until a new and more advantageous mode of response is acquired.
11. The more economical modes of response in typing become harder and harder to develop as skill is increased.
12. Typewriting habits are fixed very rapidly.
13. There can be no effective speed in typewriting without accuracy in every detail of the mental and physical responses.
14. The speediest writers are usually the most accurate.
15. Effective speed is conditioned by accuracy in the higher-order habits rather than by details.
16. Intensity of touch insures evenness of touch.
17. We mean the same thing when speaking of errors and of false strokes.
18. More errors occur while writing combinations of letters that are least often used.
19. In advanced stages of typing, syllables and words are reversed rather than letters.
20. Rises are more rapid in the expert stages than in the early stages.
21. The persistence of old habits has a marked effect on the character of improvement.
22. Teachers should set high standards because typists cease to improve almost as soon as they acquire skill to meet their immediate needs.
23. Plateaus must occur in order that higher skill may be attained.
24. The many individual differences show that class instruction is inadvisable.
25. Practice time should be spaced rather than lumped.
26. Interest usually avoids slumps.
27. Teachers can eliminate the "physiological limit," to a large degree, by creating incentives and interest.
28. In a large class, the teacher is justified in allowing the children to learn by the trial and error method.
29. A child should be told whether he is or is not improving.
30. Recognition of the sources of gain will tend to interest learners in their own advancement.

Completion

1. The purpose of investigations of the learning process is to obtain the facts needed to direct learners in the most _____ and _____ way.
2. It is _____ practice to try to increase speed a little each week.
3. Teachers should insist upon _____ rather than upon _____; upon evenness of _____; upon making movements in a _____ way.
4. By absolute accuracy, we mean absolute accuracy of _____ and not perfect copies.
5. The most efficient and economical way of typing is accomplished by developing two groups of habits, viz., habits of _____ and habits of _____.
6. Progress in learning to typewrite is made: 1. by improving each correct response through the _____ of all its useless features; 2. by eliminating all useless

7. The factors pertaining mainly to the stimulus, which affects the rate and improvement in learning are: 1. _____ conditions; 2. _____ conditions; 3. _____ conditions.
8. Practice periods should be short enough to avoid _____ and close enough to avoid _____.
9. These psychological elements condition improvement:
 1. _____
 2. _____
 3. _____
 4. _____

Part III Book: "Learning to Typewrite"

Best Answer

(Mark the best answer, 2; the next best answer, 1; the poorest answer, 0.)

1. A teacher is given an ungraded class in typewriting and she is to cover the same ground with all the pupils:
 - She divides the class into groups and teaches each group separately.
 - She gives the same instruction to all, but expects less of the poorer pupils and gives lower grades to them.
 - She teaches all the same way, with the same supervision, thus permitting each child to get all he can individually.
2. A paragraph was given the class for perfect work and the errors were corrected:
 - By having each child write several lines of the word he had written incorrectly.
 - By giving the entire class remedial work on all the errors.
 - By having each child write the phrase of which his incorrect work is a part.
3. If a class is disorderly, the teacher should:
 - Call out to the particular persons causing the disorder.
 - Clap her hands to attract attention.
 - Stand before the class with an easy manner until order is restored.
4. In the midst of a very interesting typewriting lesson, the principal brings in some urgent work:
 - Stop the class and have all of the class do the principal's work.
 - Select the most able of the class and quietly direct each to a particular task.
 - Choose two or three pupils who cannot pass anyhow and have them do it.
5. At the lesson succeeding one during which a class has made a poor record on a test, the teacher should:
 - Commend the few who have made a good showing and tell the others that these folks should be examples for them.
 - Give probable causes for the poor showing and suggestions for improvement.
 - Reprimand the members of the class for their carelessness.
6. The means for predicting ability among prospective learners of typewriting and candidates for positions are:
 - General intelligence test.
 - Former school marks.
 - Motor control test.
7. When a child becomes discouraged because of the difficulty of the task in typewriting:
 - Give him a special urge to conquer that particular task.
 - Give him an easier task.
 - Tell him to forget this work and study some other lesson for the next day.

True-False

(Place plus sign before statement, if true; minus sign, if false.)

1. Learners of typewriting should always practise with the highest order of habits they can use successfully.
2. Brighter pupils need more encouragement than duller pupils.
3. Artificial motives or incentives are harmful to the progress of the child.
4. Typewriting usually aids spelling ability.
5. Rhythm tests are a poor prediction for typewriting progress.
6. A skillful teacher will push her class at the beginning of a period.
7. The professional typists rank high in voluntary motor ability.
8. Achievement tests are usually given in school; trade tests are usually given by employers.
9. The general intelligence test is a dependable prediction of typing ability.
10. Superiority in motor control is a native characteristic.

(Continued on page 305)

EDITORIAL COMMENT ON SUNDRY TOPICS

Techniques in Teaching Typewriting

THREE are two distinct methods of teaching elementary typewriting in vogue at present: (1) Copy, the objective, (2) Technique, the objective.

With the first method, the student is given an exercise to "do." He makes attempt after attempt to reproduce it letter for letter as it is presented in the textbook, until he succeeds in turning out what is known as a "perfect" copy. Then he is allowed to proceed with the next exercise. It is merely an adaptation of the old copy-book method of teaching penmanship, which is now practically extinct, and is partially an outgrowth of the "sight" method of operating the typewriter. It is slow, discouraging, wasteful of time, and it places an inhibition upon skillful operation, particularly upon speed in stroking and fluency in writing.

Adherence to this method by many teachers is due clearly to a confusion in their minds as to the objectives in the early stages of learning typing. Apparently they cannot detach the keyboard-learning and machine-manipulation stage of learning (operative skill stage) from learning to apply that skill to practical problems in typing, the solving of which depends upon automatic operative skill in using the machine.

Let us analyze briefly what happens with the copy-objective procedure. The student attempts a copy and fails. He is discouraged; he is seized with fear that he is going to make a mistake. He proceeds, with the "trial and error" method on the next attempt, to feel slowly around for the keys to locate each letter. His method of making the reaches and striking the keys is most likely utterly at variance with what he should be doing. If he does turn in a correct copy it does not mean anything, because the teacher does not know *how* he did it. An enormous amount of time is expended by the student on one piece of copy; he loses all the opportunity for the richness of experience that comes from more modern methodology.

The whole situation is absurd when analyzed logically. It amounts to requiring expert performance before the most elementary operative

skills have been mastered—mastered even to the extent of being *usable*. The student might reasonably ask, "You require me, a beginner with little knowledge or skill, to turn out perfect work, when the champions and the most expert professionals make plenty of errors!" or "How much can I learn about mathematics by merely copying a problem over and over again?"

We sometimes wonder what is in the minds of these teachers following the old method, who require, for one thing, that lines come out even in the right margin. Did anyone ever see "copy" of this kind outside of a "copy method" typing text? An examination of any piece of practical typing work will show that it is a fictitious standard. Neatness should be insisted upon; accuracy should be a goal to be striven for earnestly, but not at the expense of correct technique.

It is this method of teaching, in our opinion, that is responsible for dragging out the elementary work over a year or more, when at the end of the first year students should be well along in the practical application of their typing skill to actual business problems. Such a procedure is utterly lacking in interest to the student. Motivation is absent. It puts the real learning of typewriting up to the student with little guidance upon the part of the teacher. The method was once very popular and is still popular to some extent, because it relieves the teacher of practically all creative teaching effort. This time is utilized in correcting papers—which for all purposes that are served by it might just as well be left uncorrected.

The teachers coming out of the teachers' training courses in normal schools, colleges, and universities, who have absorbed something of the modern educational philosophy, accept the pedagogical and psychological foundation of the Rational Typewriting approach—the approach which has as its objective a fairly well automatized operative skill of the machine as a tool before practical application is attempted on any grand scale.

They look upon teaching typewriting from

this angle: In the early stages of learning to typewrite, the emphasis must naturally fall on the mastery of the machine as a tool. It is merely a question of acquiring skill in operating the typewriter. During this time typewriting is a skill subject pure and simple, and success in the mastery of it depends upon the intensity with which the *emphasis is placed on this one phase alone*, without complicating it by the introduction of other factors. A fair degree of automatic skill in the operation of the machine is necessary before any satisfactory progress can be made in the setting up of correct forms in typewriting. The reason is that if this procedure is not followed, students will be torn between conflicting aims—the one affecting the finding of the keys and the other affecting proper arrangement—and a good job can be made of neither operation.

They know enough of the subject to realize that when the student has learned to use the typewriter as a tool for writing, at a fluent stroking rate, that the question of setting up "copy" in correct form is merely a minor skill, depending upon the judgment of the writer as improved by studying correct forms from an artistic or conventional point of view.

There is nothing inherently difficult about arranging material on the page if one knows how to use the machine as a tool in the first place. But it becomes a very complex and difficult procedure if the two must be combined before any operative skill has been acquired.

The new method brings with it many advantages. Motivation is much easier and progress is more rapid. It reduces enormously the amount of correcting necessary all through the keyboard-learning stages, as the corrective work is directed toward technique rather than copy. By the elimination of so much paper correcting, the teacher is released for his real job—supervision, individual instruction, and demonstration. It gives time for creative work. It gives additional time for rhythm and other types of drill, and for making the work interesting.

Fortunately about 75 per cent of the teachers of the country are using the modern procedure in teaching typewriting, and the advocates of the copy-objective method are gradually being won over by the results obtained with the new technique.

the University of California to give an extension course in Methods of Teaching Typewriting. The course is being given at the Oakland Technical High School (the organization meeting was held Wednesday evening, February 26, at 7:30 p. m.).

Mrs. Esta Ross Stuart, who has had charge of such classes at Columbia University for the past two summers, is the instructor. The course will consist of 15 lessons, and 2 units will be given for the satisfactory completion of the work. The fee for the course is the regular university extension fee of \$12.00.

If this class is successful, other extension courses in business education will be organized, Doctor Kibby announces.



New York City Needs Teachers

THE City of New York is spending millions of dollars each year for new schools in addition to its huge outlay for schools already in operation. One new high school was opened in February, 1930, and was immediately overcrowded. Two additional high schools will be opened in September, 1930.

Each semester a number of commercial teachers take their sabbatical leave, and their places must be filled by substitute teachers. These positions are semi-permanent, in that they are for a full semester; and, if teachers give a good account of themselves, they will usually find officials anxious to provide further assignments. There is also an advantage in gaining experience in the New York City schools if one expects later to qualify as a regular teacher.

While a college degree is desirable, New York City provides alternatives for part of the collegiate training to experienced teachers, who are in particular demand.

The customary examinations, usually held annually in the late fall or holiday season, have not attracted enough properly trained candidates for the increased current demand; and it appears very likely that examinations will be held for regular high school and continuation school licenses (assistant teacher is the official title) during May, and for substitute licenses a little later. Substitute teachers are paid a per diem wage of \$7.50.

Although this announcement lacks official confirmation, all teachers who wish to qualify either for High School or Continuation School licenses, regular or substitute, in the following subjects, should at once write to Room 401, Board of Examiners, 500 Park Avenue, New



Extension Class in Typing

THE Bureau of Business Education of the California State Department of Education, through its Chief, Dr. Ira W. Kibby, has made arrangements with the Extension Division of

York, and ask to receive full information and be notified of the date of the next examination:
 Gregg Stenography and Typewriting
 Isaac Pitman Stenography and Typewriting

Merchandising and Salesmanship
 Accounting and Business Practice.
 Regular teachers' salaries range from \$2148 to \$4500 per annum.



Obituary

Maud Miller

AFTER a year's courageous fight with increasing ill health, our good friend, Maud Miller, passed to the peace that passeth understanding on February 7, 1930. Surrounded by her family and every care that love could give her, her last days were spent in the beauty of Southern California. Services were held for her at Los Angeles on the 10th and she was buried near that city.

Miss Miller's Private School for Secretaries in San Francisco is one of the most successful,

educationally and financially, on the Coast. Nearly a year ago she gave an interest in her school to her teachers; we understand she completed the gift prior to her death. Always generous and ambitious in her efforts to benefit those with whom she came in contact, she won financial independence for herself, only to transfer it to others whom she had trained and whom she trusted.

A good life, well lived, is the benediction she leaves to all women.

—F. E. R.



Tests for Teaching of Typewriting in Secondary Schools

(Concluded from page 302)

11. As typewriting is now taught, a greater load is placed on the left hand than on the right hand.
12. Attitude towards school work usually has as much influence on school success as does native intelligence.
13. A good speller can always become a good typist.
14. It is usually true that a person with outstanding motor ability can attain a high degree of typewriting skill.
15. It is a good plan to allow the child to retard now and then, so that he can later perceive his improvement.
16. It is highly desirable to have reliable standards for measuring progress.
17. Interest in improvement will cause a learner to stick to the same responses and to the same methods of work.
18. Elemental habits are slowly fixed.
19. Measurement should be made for quality and for quantity.
20. Self-directed bright pupils are as accurate as when given special stimuli.

Completion

1. The five most important factors in the process of typewriting are:

a. _____
 b. _____
 c. _____
 d. _____
 e. _____

2. Some of the typing or clerical ability tests are: _____ ; _____ ; _____

3. Plateaus in learning curves represent, among other things, "the mind's revolt against further _____ and _____."

4. Practice during periods of fatigue is injurious because it discourages the _____ of more _____ methods of work.

5. The three distinct typing strokes are: _____, _____, _____

6. Long tests should be used to develop _____; short tests, to develop _____.

Let's Talk It Over!

Transcription Test Certificates as Testimonials in Business

A Discussion Opened by Florence E. Ulrich

Editor, Gregg Writer Art and Credentials Department

THE business men of our community recognize the various awards held by the students in shorthand and typewriting as evidence of proficiency in stenographic work, and the teachers in our school encourage the students to earn the 100-word certificate, particularly, for use in this way. Do other teachers encourage it? Do you approve of this policy?"

While we were aware that some teachers encouraged their students to win the *Gregg Writer* credentials with a view to utilizing them as testimonials of proficiency, to what extent it is being done we are not prepared to say. It has the merit of keeping the work of the school before the business man, of course, and if in his experience he finds that holders of certificates measure up better in service, he will recognize them as evidence of skill.

On the other hand, a certificate would lose any value it may have in the eyes of the business man if the holder of it did not measure up to what he expects. On account of that, advocating the presentation of certificates as evidence of stenographic skill is an ambitious thing to do, because it places upon the teacher the responsibility of maintaining a high standard of performance at all times and under all conditions. Once a reputation has been established, the utilization of the certificates in this way can be made very effective.

A Measure of Progress

However, as we said in October, the Transcription Certificate is not intended primarily to represent commercial value. It does testify to the fact that the student was able to perform a certain piece of work under given conditions creditably enough to qualify. It is a certification of stenographic progress by no means final or comprehensive in its claim. It shows that a student has the ability to take dictation at a given speed sufficiently well to transcribe it 95 per cent correct or better.

The Business Standard

In terms of stenographic efficiency in the business office 95 per cent accuracy is not of sufficient commercial value—neither is 99 per

cent, for that matter. A letter may contain only three errors, but, if they are material errors that necessitate rewriting, the letter has no commercial value—is worth nothing in the business office. We know it sometimes happens that stenographers when not getting down all of the dictation, will fill in the gaps and write a mailable letter which the dictator himself does not recognize as other than his own. But in terms of school measurements such a performance would be considered an absolute failure. Yet it has commercial value and would be rated as efficient work in the office.

Perfect Transcription?

How, then, are we going to evaluate transcription tests: in the light of business office requirements or school requirements? It is perfectly obvious to us that it would be unwise to permit students to indulge in reconstructing dictation during the formative training period. They must be trained to write shorthand fast enough—well enough—to get down the dictation *verbatim* and transcribe it accurately. The practice in some schools of insisting upon perfect transcripts is a noble venture that might well receive encouragement in all of the schools. At first it may seem impossible of accomplishment, but it can be done and is being done today in hundreds of schools. The contests, undoubtedly, have done much to foster perfect performance.

Training students to the point where they barely touch the minimum requirement is not enough; the minimum requirement must be looked upon as a special emergency measure, designed to meet the level of those who, for one reason or another, have not been able to attain a higher standard.

Incentives

The certificates and awards are invaluable in stimulating interest and competition, and to encourage students to strive for greater efficiency. They are incentives to keep him working toward higher levels of accomplishment, but once attained have in themselves little intrinsic value.

The Elimination of Unnecessary Movements in Typing

By Esther Debra, M. A.

Assistant Professor of Commerce, Ball State Teachers College, Muncie, Indiana

ONE of the chief aims of any individual in learning to typewrite is to be able to record thoughts in the least possible time. It is with such aim in view that the embryo typist is willing to spend hours tapping *jjj* space *fff* space on a blank keyboard. But what of the stage when the typist has learned the kinesthetic location of the keys and when he is able to strike them with a fair degree of accuracy and at a speed of from 35 to 40 words a minute? At best, according to present methods of teaching typewriting, the individual has spent from two to three months learning this much. It has been proven that those who are willing to continue the study are able to record thought at three or four times that rate.

To Increase Speed

What must the individual do to increase his speed materially? The general and broad statement tells the student to practise—that is, type page after page, take test after test. There are a number of teachers of typing who feel that when they have given their students an assignment of letters and an occasional speed test, their complete duty has been performed. If the student has been fortunate enough to win one or two new typing awards the teacher gives him a good grade. If he has failed to add to his collection it is just unfortunate, and he is given a lower rating. Hours upon hours spent to learn to record four or five more words a minute!

In a recent analysis made of the typewriting textbooks, it was interesting to note the space and kind of suggestions given to the learner in the advanced stages of typewriting work. More than 50 per cent of the books gave suggestions of some kind to assist the learner in greater speed and accuracy. These suggestions ranged in space from a single sentence to a page or more, and such suggestions ranged in weight in like manner, but not necessarily in like order. A few of the authors suggested that the learner would acquire finger dexterity in less time and with less effort if he wrote

the same article over and over again. The majority of the books gave special drills which included combinations of letters, words, sentences, paragraphs, special drills in word- and combination-frequency, and alphabetic sentences.

Suggested Procedure Analyzed

As to the suggestions for increasing speed, when one comes to analyze those suggestions, one finds that there are only a few, which are worded many different ways. They usually are given in about the following manner:

Keep the mind concentrated intently on your work, thinking each letter and its position before striking it. Then gradually increase the speed until you can write the word as rapidly as your fingers will respond properly, but do not overdo it. Do not push the practice until you find yourself making errors. Errors are generally caused by a lack of concentration, by attempting to write mechanically before the fingers have been trained accurately to respond.

Or another author gives the following directions in speed acceleration (we quote verbatim) :

Accelerating Speed

Bend the daily drill practice to speed acceleration by the cultivation of a closer coordination of letter-thought and muscular response. Think of the letters and then write, responding to each letter-thought with unfaltering trip-hammer stroke—brisk, snap-y, vigorous, and rhythmic.

Eliminating Errors

Within the last two or three years there has been much written and some studies made of the kinds of errors and of how to correct and eliminate them. Now it is quite obvious that since the International Rules require that each error be penalized ten points, an elimination of the errors will, without doubt, do much to make the final speed rate much higher and most certainly add much to the quality of the copy written.

This, indeed, is one of the most definite methods that has been used by the teacher in increasing speed. The study itself is only in its infancy, and while the teacher and the pupil may easily group and locate the errors in

Miss Debra's article appeared originally in the November, 1929, issue of the "Ball State Commerce Journal," published by the Department of Commerce of Ball State Teachers College, Muncie, Indiana. Through the courtesy of Mr. M. B. Studebaker, head of the Department of Commerce and editor of the Journal, we are permitted to reprint this interesting and instructive paper for the benefit of the readers of the American Shorthand Teacher.

—Editor.

accordance with the several charts that have been placed upon the market, yet it still remains an experiment as to what will eliminate such errors.

Phrase Rhythm

Another approach at increasing speed is the one in which the typist is encouraged to read the copy by combinations and phrases rather than by the letter method. This approach establishes a new type of rhythm—combination-and word- or even phrase-rhythm. The direction for such practice may be found as follows:

Think the word, see the correct letter sequences, and get your impulse to write from the word as a whole rather than from the individual letters. This will accelerate the finger movements, quicken the mental response, and produce immediate improvement in the skill with which you type.

This recognizes a higher type of mental response in typewriting, and since the rapidity in mental responses somewhat regulate the muscular responses, then this will work toward greater speed.

Learning the Machine Itself

Still another method of increasing speed, and one that is so simple and easy that it may be overlooked, is the one in which a little time and study is given to the efficient manipulation of the parts of the machine. The real basis of typewriting speed is accurate and steady manipulation of the keyboard and speed and sureness in the operation of all parts of the machine. In this day of efficiency experts and proficiency measures it is surprising that much study has not been made and much written on economizing the movements in typewriting. However, in place of studying the movements of typewriting themselves, the experts have been busy studying the results of the process—errors, kinds of words, the number of times they should be repeated, and similar items. There are at least eight particular movements that might be placed in the limelight of motion study for teachers and learners of typewriting.

Eliminate Waste Motion in Returning Carriage

First, there is the returning of the carriage. In one sense the greatest amount of waste movement occurs in the operation of returning the carriage. A wonderful increase in speed will result from greater proficiency in that operation. An experiment will show that the individual writing at the rates of 40 to 45 words a minute will return the carriage about three or four times every minute. In the returning of the carriage an average of two or three seconds is required by the ordinary typist. That means that about eight to ten seconds of

every minute is taken up in carriage returns. This time may be materially reduced. At the end of each line, see that the hand is actually on its way to the line-space lever while the final characters are being written and that the fingers are in proper position and waiting to continue the writing before the carriage has actually reached the writing position. With a little practice, the time saved may represent an increase of as many as ten or twelve words per minute.

Economize Finger Movement

It would seem that the fingers are kept so close to the keys that no consideration need be given to a study of time wasted, but the fact remains that the fingers move that relatively short distance so many thousand times in a single fifteen-minute speed test, that even the slightest economy in movement and energy must show returns in greater speed. It would be easy enough for the learner himself to study the distance his fingers travel in making the reaches and in tapping the keys. It is easy enough for a writer to be thinking of rhythm and the copy and let his fingers lift too far from the keys. This especially is true of the index fingers. Notice the next individual operating a typewriter and see whether or not she might economize on the tap of the index finger.

The correct fingering of the keys is taught, but there are very few books that even tell the learner which finger should be used in back-spacing or in tabulating. While there is seldom an excuse for back-spacing on the ordinary speed test, yet that is one of the operations of the machine and should be performed in the least possible time and with the least possible energy. The majority of typists let all of the fingers of the hand leave the keyboard and laboriously punch the back-space key. Perhaps the textbook authors assume that the effective manipulation of the back-space key is apparent. They should observe the manipulation of it!

Using the Space Bar

Recently some of the typewriters have been so finely adjusted that the operator must strike the space bar quickly and in the same manner each time in order to have the spacing perfect. This adjustment has done much to direct the attention of the operator to the efficient use of the space bar. However, in observing the errors made on tests, one may find spacing errors as the result of poor manipulation of the space bar. The space bar must not be considered merely as something to hit between groups of characters, but should be stroked the same as any key. There must be no break in the rhythm of striking the keys and in spacing.

Shifting

In writing upper-case characters the shift key should be depressed almost simultaneously with the character key. It requires a bit of extra practice in order to shift and to strike the character in the least possible time and yet to have the upper-case letter resting on the line of writing. The learner should be taught to make the capital letters in one count from the very beginning and it will no doubt be much easier in advanced work. Every operator who desires to write rapidly will find a little special practice advantageous.

Inserting Paper

The story is told that a certain contest was won because one operator was able to remove and insert paper a fraction of a minute quicker than his competitor. If the operator could learn that he can change paper quietly and easily to the count in much less time than it takes him to hurry and fumble, he would surely spend a few minutes each day on that particular operation. The teacher of typewriting can use this as group work and get very effective results for the short amount of time required.

Tabulating

One very definite means of saving four strokes per paragraph is the use of the tabular key for indentation. The tabular key may be struck by the proper finger just as quickly as

the other keys are struck and very little time is required. One of the typewriter companies has centered attention upon tabulation by placing tabulation material in its portable machine tests. No doubt that will do much to perfect the manipulation of the tabulation keys.

Fill the Line

The expert typist may write as many as five lines more of copy on a page than the indifferent typist who is copying from the same matter. This means a saving of carriage returns, and the consequent saving of time represents as much as a word per minute increase in speed. The typist should attempt to get as many words on the line and as many lines on the page as the rules permit. Get the habit of breaking the words into their proper syllables at the ends of the lines. One or more syllables or a complete word may often be added to a line that is apparently filled.

Motion Study Increases Speed

When the typist has perfected himself upon the manipulation of the various parts of the machine as suggested above, he will find that his motion study program will continue and that he will be continually observing little unnecessary movements, bits of wasted time, and methods that are not so economical as they might be. Speed will be increased, and the operator will find that the hours upon hours spent in the advanced typing will not have been in vain.



What Business Expects of Commercial Education

(Continued from page 280)

Let us examine these requirements briefly. The necessarily limited time does not permit a description of recent surveys, of personal experience in the placement of students, and of practical experience in business with students.

To Understand Business Needs

First, business expects the teacher and administrator of commercial education to understand its needs—at least the situation in the particular community—by personal contacts. It is disconcerting at times to realize that the executive does not always know what to expect of commercial education since conditions in his own business may be constantly changing, and he may not know what commercial education can offer.

Two conditions are necessary in understanding the viewpoint of the executive: conferences between teachers and business men, and practical business experience on the part of the teacher. The teacher without these contacts cannot hope to understand fully the requirements of industry. Summer study on the part of the teacher may be alternated with periods for experience and travel. Some university officials in trying to place commerce on what they consider a parity with academic instruction have discriminated too much in favor of individuals with Ph. D.'s who have had little or no business experience.

Commercial education, let us remember, must constantly keep in touch with the movements and trends of business.

Second, business expects commercial educa-

tion to incorporate in its curriculum, content of courses, and methods such essential changes as may be necessary to meet the ever-fluctuating needs of business.

To Adapt Curriculum to Fluctuations in Business Needs

Much has been said and written about the changing position and importance of the older commercial subjects, such as bookkeeping, shorthand, typewriting, and commercial arithmetic.

Recent surveys have indicated that the relative numbers employed as stenographers and bookkeepers, respectively, may be 10 per cent or less of the number of employees in a certain geographical section. It is well known that the modern office, with its increasing specialization and use of mechanical devices, has broken up former positions into many subdivisions.

The employer today, with the exception of the type that is found in small firms, is not so much interested in the purely vocational phases of bookkeeping as he was formerly. The executive who understands bookkeeping, however, realizes that his minor clerk with this training better understands the relations of his particular job to the whole recording system. This executive employs individuals for specialized jobs, but the placement bureaus of our schools know that this same individual will ordinarily give preference to the student who has had several courses in business.

To Enrich Courses of Study

The business man, however, does expect more of the better grade of applicants than mere vocational training. Industry demands that the knowledge be up to date. The modern business student when he learns commercial arithmetic is expected to be able to understand modern tasks in computation. This is an age requiring a knowledge of sales statistics, installment sales, merchandise turnovers, and drafts.

But the introduction of such junior or other general business training is not and cannot be a substitute for a failure to teach properly and to realize the full training possible in the older commercial subjects. Business has a right to expect more than a mere knowledge of debits and credits.

With the ever-increasing reliance placed upon records, many of the phases of business activity are described in accounting terms. Without some conception of the effect upon the accounts the results of managerial plans cannot be measured. Business demands perspective and ability to see beyond details, and

many jobs require a familiarity with those topics taught in bookkeeping and accounting. As Professor Brunstetter of Beckley College recently stated in *The Balance Sheet*, "Too often bookkeeping begins and continues with details, blotting out the great principles of accounting so that the efforts of the student after graduation are petty instead of broad and constructive."

There should be reasonable provision for instruction in the use of mechanical devices. Since modern office work requires the use of these devices and the tasks have been greatly subdivided, the student, so far as may be practicable in the particular school, should be acquainted with the use of such mechanical equipment.

The more recent courses in the commercial curriculum, such as business training or administration and salesmanship, have their place in the curriculum, but the peculiar problems arising in the presentation of such subjects require a high type of instruction, the qualifications for teaching which cannot be found in the average instructor.

To Place Graduates Properly

Third, business expects teachers and educational administrators of commerce to measure the quality of the work and qualifications of the students, to coöperate properly in placing him, and to watch his progress after placement.

All too often this has been neglected. There is need of organization. With psychological methods of measuring mentality and tests of quality of work performed there is less guesswork. The student should realize that recommendations must be based upon merit.

Promotions in secondary education should represent a high grade of endeavor.

The private business school, a pioneer in this field of work, deserves much praise for contributing to the solution of these problems. Its very existence has depended upon its ability to make contacts, to learn of the needs of the business world, to enrich the practical content of its courses, and to place its graduates. When the history of commercial education in the United States is written, to this institution a glorious share of the accomplishments to date must be attributed. It has contributed and is still contributing to increasing American efficiency in business.

To Develop "Character"

But business expects more from commercial education than a knowledge of its needs, personal contacts, an enriched curriculum, and

(Continued on page 324)

The Teaching of Typewriting

By Harold H. Smith

Educational Director, Gregg Publishing Company, New York, N. Y.

How Best to Learn (and Teach) Typewriting

(Continued from the March issue)

WE have covered the field of fluency in typewriting rather completely in our last two articles. There remain only one or two applications of the fundamental principles to be considered.

Other Applications of Rhythm

It will be recalled that reference has been made several times to the danger of using teaching devices without regard to the purpose for which they are intended. This is especially true of rhythmic devices—the phonograph, the slapstick, counting, etc.

A few days ago a well-known teacher reported that she had visited a typing class and, upon seeing the teacher use a 3-repeat drill and reaching drill in combination (*III 191*) with no differentiation in stroking speed between the two drills, had asked her why she did so and what she aimed at. To her surprise the only reason the teacher could give was that she thought the drill a good one! There was no definite aim except that of keeping the class at work, in rhythm, on something that required attention. It will be noted at once that the only object of the students' attention was the doing of the exercise under the teacher's direction—a typical "task-to-be-done" attitude, without understanding or the will-to-learn.

This is what Morrison and others have designated as "lesson-learning," a vicious objective at best, yet one which is entirely too common in every department of our schools. As Morrison points out, little or no *real learning* results from lesson-learning and, if it does, it is purely accidental and insignificant in amount.

Repeat Drills

With regard to this particular drill, the 3-repeat portion on the home key *l* can have only one purpose—that of teaching or, in this case, recalling the correct *l*-movement. But the *form* of the drill is not the vital thing. Many thousands of typists have tapped out 2-, 3-, and 4-repeat drills incorrectly and yet all have produced the "copy" demanded by

teacher or text. Of infinitely more importance than the form of the copy is the *form of execution*. The purpose of these repeat drills, adapted from piano instruction, is to improve the student's idea and control of stroking and the student must

1. Concentrate his attention upon improving his stroke;
2. Maintain his stroking speed at a high rate;
3. Observe the principle of mastering new things in small units, constantly being aware that the unit in this case is the stroking group and not the line.

The question of whether 1, 2, 3, 4, 5, or 6 repeated strokes should constitute the length of the learning unit should be settled very easily by the one test, "Does the student use correct technique?" We have already covered this phase thoroughly in the October, 1929, issue of this magazine. It is enough to remark that experience has shown that where the student is not made aware of the three elements just mentioned either the 6-repeat form of the drill should be used or it should be entirely omitted from practice.

The second part of the drill—*191*—is quite different from the first part. This is a reaching drill in which correct stroking must be combined with correct reaching. Again, the student's mind must turn consciously toward

1. Improvement of reach and stroke;
2. Correctly speeded and energized reach-stroke;
3. Recognition of the learning unit, in this case each *one* of the three strokes in sequence.

If this is not done all or part of the *real learning* value of this drill will be lost and, if lost, the drill might better have been omitted. It does not require much intelligence to see that all such artificial drills, if wrongly executed, establish bad typing habits, and if our students are not to use their powers aright there is but one sensible kind of practice material to use—that which they will be expected to produce later—straight matter, business letters, manuscript, tabulations, etc. If they are to be hampered by bad typing habits anyway, they will at least achieve a wider experience in doing as best they can the thing they must ultimately do, if their work is on practical rather than on artificial exercises.

This discussion has been introduced because the form of the drill used by the unnamed teacher admits of a fine demonstration of the use of the two types of phonograph rhythm practice described in our last issue. In the first, the *measure* is the guide for the typed efforts, while in the second the separate *beats*, half-beats, quarter-beats, and alternate beats are the guides.

Phonograph Rhythm Practice

Accept the form of the first part of the drill as it is. (In the 4-, 5-, or 6-repeat forms the same procedure applies with much greater chance of successful execution of correct movement.) Select Rational Rhythm Record No. 6 (Rational Medley March), and have the students note the difference between the beats and measures of the music. Commencing with some measure,

1. Say "*I-2-3-Space*" (rapidly) and rest for the remainder of that measure.

2. Follow, commencing with the first beat of the next measure, saying "*I-9-I-Space*," calling each one on a regular beat.

This will completely fill up the second measure, and the only relaxation possible will occur between the last beat of the second measure and the first beat of the third when Step 1 is repeated again.

This is a splendid *review* drill. It combines a recall of correct stroking on the home keys with reaching-and-stroking on reached keys; but only if properly speeded with good fluency will the stroking of the repeated portion carry over to the correct reaching-and-stroking of the reaching portion of the drill. Lacking a working understanding of the real purpose and effective practice technique of this drill, students and teachers should omit it.

Rhythmic Drill on Shifted Movements

Rhythm is an important factor in mastering the use of the shift key. Here the essential thing is to introduce the shifting movement first on the half-beat (when the stroking is on the beat-for-beat basis) and then to speed up the movement until the shift key is depressed at least on the quarter-beat as the stroking is speeded up to the half-beat basis.

A slow record should be used because we are forced to deal with a complex operation. Rational Rhythm Record No. 3 is excellent for this purpose. Nos. 1 and 2 may also be used in connection with the introduction of this exercise, but Nos. 3 and 4 are best to finish off.

Supposing No. 3 record is used—set the speed regulator of the phonograph so that the music is as slow as it can be without distortion of the tone.

1. Call aloud on the regular beats "*j-h-j-Space*"—thus completing a full measure of the music.

2. Commencing with the first beat of the following measure, call "*j-Shift H-j-Space*," inserting the "Shift" on the half-beat between *j* and *H*.

3. Call and type at this rate until the exercise is mastered as to that speed, with perfect accuracy and fluency.

To acquire worthwhile skill, speed up the phonograph by gradually turning the regulator toward "Fast." Let the students type until they break unison. Hold the regulator at that point, or lower it slightly. Insist that those who are experiencing difficulty *call and type* until they master it at the higher speed. Then, continue advancing the regulator until the speed limit is reached. If necessary, use Record No. 4 to advance the operation into higher speeds.

The more apt students should be encouraged to develop their efforts on double time. That is, commencing with the first beat of a measure they will call and type "*jhj Space*" (4 strokes) on the first *two beats* of the measure, resting the remainder of the measure. They will then call and type "*jHj Space*" on the first two beats of the next measure, resting the last two beats. At this speed they will be unable to call "*Shift H*," but should emphasize the saying and typing of the *H* as much as possible. Skillful shifting demands a rather sharp increase in the expenditure and control of energy.

When this stage is reached it may be said the student has learned the combination operation needed to make shifted characters. Up to this point he has dealt with two separate, consciously directed efforts. Now they are welded into a synchronized whole, and—note well—except for review purposes, the value of this particular drill has been completely realized and it has no further place in the typist's training. He may now practise a higher form of drill, the execution of single capitals or other shifted characters in such a way as to make the shifting and striking appear as a nearly simultaneous effort. This is a fine keyboard-control review drill at any stage of typing practice, for that is the way all isolated shifted characters are ultimately produced.

If the copy for such practice is put upon the board or the class follows some standardized order, such as A B C D E F G, etc., the guidance of the phonograph is very helpful in forcing correct operation with the necessary relaxation-tension-relaxation cycle on each effort. In this case almost any record may be used, because the efforts should follow the measures instead of the beats. The efforts will be made on the first beat of each measure and the music will indicate the length of the relaxation period between each effort.

For full details of the teaching technique involved in shifted movements see the January, 1930, issue of this magazine.

(To be continued next month)

Directory of 1930 Summer Schools for Teachers

(Continued from page 299)

UNIVERSITY OF BUFFALO BUFFALO

Principles of Commercial Education (2 hrs.), Problems and Tests and Measurements in Commercial Education (2 hrs.): H. I. Good

June 28 to August 8

Dr. Clarence H. Thurber, Director

COLUMBIA UNIVERSITY NEW YORK CITY

Education 259E, Curriculum Making for Commercial Courses in Secondary Schools: Earl W. Barnhart—Credit II, IV, 3 points; Education

259G, The Supervision of Commercial Education: John G. Kirk—Credit II, IV, 2 points; Education 260E, Methods for Commercial Subjects: Mr. Barnhart—Credit II, IV, 3 points; Education 259E, Teaching of Shorthand: Mrs. Florence Sparks Barnhart—Credit II, IV, 2 points; Education 259F, Demonstration Class in Elementary Gregg Shorthand: Mrs. Barnhart—Credit II, IV, 2 points; Education 260E, Teaching Typewriting: Eva M. Jessup—Credit II, IV, 2 points; Education 260F, Demonstration Class in Elementary Typewriting: Miss Jessup—Credit II, IV, 2 points; Education 259G, The Teaching of Elementary Business Training: Mr. Kirk—Credit II, IV, 3 points; Education 235M2, High School Supervision for Heads of Departments: Professor Maxie N. Woodring—Credit 3 points

Explanation of Credit:

II. Courses which may be offered by graduate students toward the higher degrees. Certain Credit II courses open to undergraduates. IV. Courses which may be counted in Teachers' College toward B.S. degree.

July 7 to August 15

Prof. John J. Coss, Director of Summer Session

HUNTER COLLEGE NEW YORK CITY

Methods and Subject Matter in Gregg Shorthand, Touch Typewriting, and Bookkeeping A. Broderick Cohen, Director

NEW YORK UNIVERSITY NEW YORK CITY

S132.53-54, Methods of Teaching Gregg Shorthand: Mrs. Margaret H. Ely—4 points; S132.57, Methods of Teaching Typewriting: John V. Walsh—2 points; S132.49-50, Methods of Teaching Elementary Business Training: Seth B. Carkin—4 points; S132.51-52, Methods of Teaching Bookkeeping and Business Practice: William C. Wallace—4 points; S132.59-60, Research Studies in Commercial Education: Dr. Paul S. Lomax—4 points; S132.45-46, Principles of Commercial Education: Ben-

Jamin R. Haynes—4 points; S132.55-56, Methods of Teaching Advanced Bookkeeping, Accounting, Business Law and Economics: William C. Wallace—4 points; S132.43, Problems of Commercial Teaching in Secondary Schools: Dr. Paul S. Lomax—2 points; S132.90, Tests and Measurements in Commercial Education: Dr. H. A. Tonne—2 points; S032.45-46, Principles of Commercial Education: Dr. H. A. Tonne—4 points; 132.92, Filing Theory and Practice: N. Mae Sawyer—2 points

SYRACUSE UNIVERSITY SYRACUSE

Methods of Teaching Stenography, Typewriting, Office Practice, Bookkeeping and Accounting, Commercial Arithmetic (college credit): Mr. Tifford, Miss Elder

June 30—August 8

Dr. Ernest Reed, Director

North Dakota

STATE NORMAL SCHOOL DICKINSON

Courses in Shorthand, Typewriting, and Bookkeeping Two terms—June 16 to July 25 and July 25 to August 29

E. S. Hatch, Director

STATE NORMAL AND INDUSTRIAL SCHOOL ELLENDALE

Beginning Course in Typewriting O. A. Banks, Director of Commercial Department

UNIVERSITY OF NORTH DAKOTA GRAND FORKS

Shorthand, Typewriting, Special Methods and Teaching in Commercial Subjects: Alice G. Richardson

June 17 to August 8

Dean J. V. Breitwiser, Director of Summer School

STATE TEACHERS COLLEGE MAYVILLE

Methods Courses in Shorthand, Typewriting, Accounting, Handwriting: Gena Ostby

Two terms—June 16 to July 25 and July 28 to August 29 C. C. Swain, President

STATE TEACHERS COLLEGE MINOT

Methods and Content Courses in Shorthand, Typewriting, Office Practice, Bookkeeping, Accounting, Law, Penmanship, Business English: Paul B. Seaman, Laura Wurtzel, Edna M. Hood

Two terms—June 16 to July 25 and July 28 to August 29 (Commercial work continuous through both terms) George A. McFarland, President

STATE TEACHERS COLLEGE VALLEY CITY

Typewriting, Business Eng-

lish, Methods in Commercial Teaching: Ethel Richards; Business Law, Accounting, Penmanship Methods, and the High School Commercial Curriculum: Carlos C. Crawford Two terms—June 16 to July 24 and July 24 to August 29 Dr. C. E. Allen, President

Ohio

OHIO UNIVERSITY, SCHOOL OF COMMERCE ATHENS

Beginning Shorthand and Typewriting, Methods in Teaching Commercial Subjects: Helen Reynolds; Introductory and Corporation Accounting, Economic Geography, Marketing, Finance June 16 to August 15

Elmer Burritt Bryan, President

C. M. Copeland, Director of Commerce

STATE COLLEGE BOWLING GREEN

Methods in Shorthand, Typewriting, Office Practice: Nellie A. Ogle; Methods in Teaching Bookkeeping: E. G. Knepper; The Commercial Curriculum: E. G. Knepper One term of six weeks—June 16 to July 24 E. G. Knepper, Director of Commercial Work

THE OHIO STATE UNIVERSITY COLUMBUS

Principles of Commercial Education; Subject Matter and Methods in Commercial Education; Administration and Supervision of Commercial Education

June 15 to July 24 Dean George F. Arps, Chairman, Summer Council

Oklahoma

EAST CENTRAL STATE TEACHERS COLLEGE ADA

Content and Methods Courses in Shorthand, Typewriting, Accounting, and related subjects: Myrtle Sturdevant, W. J. Bentley

One term of nine weeks—May 26 to July 24

SOUTHEASTERN TEACHERS COLLEGE DURANT

Methods in Shorthand, Typewriting, and Secretarial Science: Rena Head

One term of nine weeks—Opens May 26 Eugene S. Briggs, President

CENTRAL STATE TEACHERS COLLEGE EDMOND

Methods Courses in Shorthand, Typewriting, Secretarial Science, Bookkeeping, and Penmanship: Hattie G. Potter

Two summer terms John G. Mitchell, President

AGRICULTURAL AND MECHANICAL COLLEGE STILLWATER

Beginning and Advanced Shorthand and Typewriting: Mr. Rude and Miss Ridan; Methods of Teaching Shorthand and Typewriting: Mr. Rude; Methods of Teaching Bookkeeping, Miss Hylton May 29 to July 26

Dr. Herbert Patterson, Director

NORTHEASTERN OKLAHOMA STATE TEACHERS COLLEGE TAHLEQUAH

Methods of Teaching Commercial Subjects, Law, Economics: Raymond V. Cradit One term of nine weeks—May 26 to July 25; short course of four weeks—July 24 to August 20

M. P. Hammond, President

SOUTHWESTERN STATE TEACHERS COLLEGE WEATHERFORD

Elementary and Methods Courses in Shorthand, Typewriting, and Secretarial Training: Juanita Welton May 26 to July 27

E. E. Brown, Director of Summer School

Oregon

OREGON STATE AGRICULTURAL COLLEGE CORVALLIS

Shorthand Content and Methods: Lucy C. Moore—3 units each; Typewriting Content: Bertha Whillock—3 units; Typewriting Methods: Miss M. Maxwell Munroe—3 units; Accountancy Content: L. C. Ball—3 units; Office Methods and Appliances: Lucy C. Moore—3 units; Business Organization and Management: J. H. Irvine—3 units June 16 to July 25

Dr. M. Ellwood Smith, Dean

NORTHWESTERN SCHOOL OF COMMERCE PORTLAND

Shorthand Content: Mrs. E. A. Short; Typewriting Content: Alice de Riemer; Accountancy: W. B. Hansen May 19 to August 8; June 16 to August 22

Charles F. Walker, Director

Pennsylvania

GROVE CITY COLLEGE GROVE CITY

Principles and Methods of Commercial Education: F. H. Sumrall—3 hrs. credit; Methods of Teaching Gregg Shorthand: Lalia Kichenstein—3 hrs. credit; Methods of Teaching Bookkeeping: Dr. W. Collings—3 hrs. credit June 23 to August 3

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J. A. Luman, Director of Courses

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PHILADELPHIA**

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PROVIDENCE**

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Harry Loeb Jacobs, Director

South Carolina**UNIVERSITY OF SOUTH CAROLINA**

Teaching of Commercial Subjects; Gregg Shorthand and Typewriting; Elementary Accounting: Prof. George E. Olson—2 hrs. each

June 18 to July 30
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ABERDEEN**

Beginning and Methods Courses in Shorthand and Typewriting: Lilly Schoenleber

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CANYON**

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**SAM HOUSTON STATE TEACHERS COLLEGE
HUNTSVILLE**

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DICTION MATERIAL

to Shorthand Plates in *The GREGG WRITER*

Shoes and Ships

From "Cabbages and Kings"

By O. Henry

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(Concluded from the March issue)

Within a³⁰⁰⁰ week a suitable building had been secured in the Calle Grande, and Mr. Hemstetter's stock of shoes arranged upon their³⁰²⁰ shelves. The rent of the store was moderate; and the stock made a fine showing of neat white boxes, attractively³⁰⁴⁰ displayed.

Johnny's friends stood by him loyally. On the first day Keogh strolled into the store in a casual kind³⁰⁶⁰ of way about once every hour, and bought shoes. After he had purchased a pair each of extension soles, congress³⁰⁸⁰ gaiters, button kids, low-quartered calfs, dancing pumps, rubber boots, tans of various hues, tennis shoes, and flowered slippers, he³¹⁰⁰ sought out Johnny to be prompted as to names of other kinds that he might inquire for. The other English³¹²⁰ speaking residents also played their parts nobly by buying often and liberally. Keogh was grand marshal, and made them distribute³¹⁴⁰ their patronage, thus keeping up a fair run of custom for several days.

Mr. Hemstetter was gratified by the amount³¹⁶⁰ of business done thus far; but expressed surprise that the natives were so backward with their custom.

"Oh, they're awfully³¹⁸⁰ shy," explained Johnny, as he wiped his forehead nervously. "They'll get the habit pretty soon. They'll come with a rush³²⁰⁰ when they do come."

One afternoon Keogh dropped into the consul's office, chewing an unlighted cigar thoughtfully.

"Got anything up³²²⁰ your sleeve?" he inquired of Johnny. "If you have it's about time to show it. If you can borrow some³²⁴⁰ gent's hat in the audience, and make a lot of customers for an idle stock of shoes come out of³²⁶⁰ it, you'd better spel. The boys have all laid in enough footwear to last 'em ten years; and there's nothing³²⁸⁰ doing in the shoe store. I just came by there. Your venerable victim was standing in the door, gazing through³³⁰⁰ his specs at the bare toes passing by his emporium. The natives here have got the true artistic temperament. Me³³²⁰ and Clancy took eighteen tintypes this morning in two hours. There's been but one pair of shoes sold all day.³³⁴⁰ Blanchard went in and bought a pair of fur-lined house-slippers because he thought

he saw Miss Hemstetter going³³⁶⁰ into the store. I saw him throw the slippers into the lagoon afterwards."

"There's a Mobile fruit steamer coming in³³⁸⁰ tomorrow or next day," said Johnny. "We can't do anything until then."

"What are you going to do—try to³⁴⁰⁰ create a demand?"

"Political economy isn't your strong point," said the consul, impudently. "You can't create a demand. But you³⁴²⁰ can create a necessity for a demand. That's what I am going to do."

Two weeks after the consul sent³⁴⁴⁰ his cable, a fruit steamer brought him a huge, mysterious brown bale of some unknown commodity. Johnny's influence with the³⁴⁶⁰ customhouse people was sufficiently strong for him to get the goods turned over to him without the usual inspection. He³⁴⁸⁰ had the bale taken to the consulate and snugly stowed in the back room.

That night he ripped open a³⁵⁰⁰ corner of it and took out a handful of the cockleburrs. He examined them with the care with which a³⁵²⁰ warrior examines his arms before he goes forth to battle for his ladylove and life. The burrs were the ripe³⁵⁴⁰ August product, as hard as filberts, and bristling with spines as tough and sharp as needles. Johnny whistled softly a³⁵⁶⁰ little tune, and went out to find Billy Keogh.

Later in the night, when Coralio was steeped in slumber, he³⁵⁸⁰ and Billy went forth into the deserted streets with their coats bulging like balloons. All up and down the Calle³⁶⁰⁰ Grande they went, sowing the sharp burrs carefully in the sand, along the narrow side-walks, in every foot of grass³⁶²⁰ between the silent houses. And then they took the side streets and byways, missing none. No place where the foot³⁶⁴⁰ of man, woman, or child might fall was slighted. Many trips they made to and from the prickly hoard.

With³⁶⁶⁰ the rising sun came the purveyors of fruits and meats, and arranged their wares in and around the little market³⁶⁸⁰ house. At one end of the town near the seashore the market house stood; and the sowing of the burrs³⁷⁰⁰ had not been carried that far. The dealers waited long past the hour when their sales usually began. None came³⁷²⁰ to buy.

At their accustomed time, from every 'dobe and palm hut and grass-thatched shack and dim patio glided³⁷⁴⁰ women—black women, brown women, lemon-colored women, women dun and yellow and tawny. They were the marketers starting to³⁷⁶⁰ purchase the family supply of cassava, plantains, meat, fowls, and tortillas. Décolleté they were and bare-armed and barefooted with³⁷⁸⁰ a single skirt reach-

ing below the knee. Stolid and ox-eyed, they stepped from their doorways into the narrow paths³⁸⁰⁰ or upon the soft grass of the streets.

The first to emerge uttered ambiguous squeals, and raised one foot quickly.³⁸²⁰ Another step and they sat down, with shrill cries of alarm, to pick at the new and painful insects that³⁸⁴⁰ had stung them upon the feet. Some tried the grass instead of the paths, but there they were also stung³⁸⁶⁰ and bitten by the strange little prickly balls. They plumped down in the grass, and added their lamentations to those³⁸⁸⁰ of their sisters in the sandy paths. All through the town was heard the plaint of the feminine jabber. The³⁹⁰⁰ vendors in the market still wondered why no customers came.

Then men, lords of the earth, came forth. They, too,³⁹²⁰ began to hop, to dance, to limp, and to curse. They stood stranded and foolish, or stooped to pluck at³⁹⁴⁰ the scourge that attacked their feet and ankles. Some loudly proclaimed the pest to be poisonous spiders of an unknown³⁹⁶⁰ species.

And then the children ran out for their morning romp. And now to the uproar was added the howls³⁹⁸⁰ of limping infants and cockleburried childhood. Every minute the advancing day brought forth fresh victims.

Dona Maria Castillas y Buenaventura⁴⁰⁰⁰ de las Casas stepped from her honored doorway, as was her daily custom, to procure fresh bread from the *panaderia*⁴⁰²⁰ across the street. She was clad in a skirt of flowered yellow satin, a chemise of ruffled linen, and wore⁴⁰⁴⁰ a purple mantilla from the looms of Spain. Her lemon-tinted feet, alas! were bare. Her progress was majestic, for⁴⁰⁶⁰ were not her ancestors hidalgos of Aragon? Three steps she made across the velvety grass, and set her aristocratic sole⁴⁰⁸⁰ upon a bunch of Johnny's burrs. Dona Maria Castillas y Buenaventura de las Casas emitted a howl even as a wild⁴¹⁰⁰ cat. Turning about, she fell upon hands and knees, and crawled—aye, like a beast of the field she crawled⁴¹²⁰ back to her honorable doorsill. Everywhere were the shoeless citizens hopping, stumbling, limping, and picking from their feet the⁴¹⁴⁰ venomous insects that had come in a single night to harass them.

The first to perceive the remedy was Esteban⁴¹⁶⁰ Delgado, the barber, a man of travel and education. Sitting upon a stone, he plucked burrs from his toes, and⁴¹⁸⁰ made oration:

"Behold, my friend, these bugs of the devil! I know them well. They soar through the skies in⁴²⁰⁰ swarms like pigeons. These are the dead ones that fell during the night. In Yucatan I have seen them as⁴²²⁰ large as oranges. Yes! There they hiss like serpents, and have wings like bats. It is the shoes—the shoes⁴²⁴⁰ that one needs!"

Esteban hobbled to Mr. Hemstetter's store, and bought shoes. Coming out, he swaggered down the street with⁴²⁶⁰ impunity, reviling loudly the bugs of the devil. The suffering ones sat up or stood upon one foot and held⁴²⁸⁰ the immune barber.

The necessity for the demand had been created. The demand followed. That day Mr.

Hemstetter sold three⁴³⁰⁰ hundred pair of shoes.

"It is really surprising," he said to Johnny, who came up in the evening to help⁴³²⁰ him straighten out the stock, "how trade is picking up. Yesterday I made but three sales."

"I told you they'd⁴³⁴⁰ whoop things up when they got started," said the consul.

"I think I shall order a dozen more cases of⁴³⁶⁰ goods, to keep the stock up," said Mr. Hemstetter, beaming through his spectacles.

"I wouldn't send in any orders yet,"⁴³⁸⁰ advised Johnny. "Wait till you see how the trade holds up."

Each night Johnny and Keogh sowed the crop that⁴⁴⁰⁰ grew dollars by day. At the end of ten days two-thirds of the stock of shoes had been sold,⁴⁴²⁰ and the stock of cockleburrs was exhausted. Johnny cabled to Pink Dawson for another 500 pounds, paying twenty cents⁴⁴⁴⁰ per pound as before. Mr. Hemstetter carefully made up an order for fifteen hundred dollars worth of shoes from Northern⁴⁴⁶⁰ firms. Johnny hung about the store until this order was ready for the mail, and succeeded in destroying it before⁴⁴⁸⁰ it reached the post office.

That night he took Rosine under the mango tree by Goodwin's porch, and confessed everything.⁴⁵⁰⁰ She looked him in the eye, and said: "You are a very wicked man. Father and I will go back⁴⁵²⁰ home. You say it was a joke? I think it is a very serious matter."

But at the end of⁴⁵⁴⁰ half an hour's argument the conversation had been turned upon a different subject. The two were considering the respective merits⁴⁵⁶⁰ of pale blue and pink wall paper with which the old colonial mansion of the Atwoods in Dalesburg was to⁴⁵⁸⁰ be decorated after the wedding.

On the next morning Johnny confessed to Mr. Hemstetter. The shoe merchant put on his⁴⁶⁰⁰ spectacles, and said through them: "You strike me as being a most extraordinary young scamp. If I had not managed⁴⁶²⁰ this enterprise with good business judgment my entire stock of goods might have been a complete loss. Now, how do⁴⁶⁴⁰ you propose to dispose of the rest of it?"

When the second invoice of cockleburrs arrived Johnny loaded them and⁴⁶⁶⁰ the remainder of the shoes into a schooner, and sailed down the coast to Alazan.

There, in the same dark⁴⁶⁸⁰ and diabolical manner, he repeated his success; and came back with a bag of money and not so much as⁴⁷⁰⁰ a shoestring.

And then he besought his great Uncle of the waving goatee and starred vest to accept his resignation,⁴⁷²⁰ for the lotus no longer lured him. He hankered for the spinach and cress of Dalesburg.

The services of Mr.⁴⁷⁴⁰ William Terence Keogh as acting consul, *pro tem*, were suggested and accepted, and Johnny sailed with the Hemstetters back to⁴⁷⁶⁰ his native shores.

Three days after Johnny's departure, two small schooners appeared off Corailio. After some delay a boat put⁴⁷⁸⁰ off from one of them and brought a sunburned young man ashore. This young man had a shrewd and calculating⁴⁸⁰⁰ eye; and he gazed with amazement at the strange things that he saw. He found on

the beach someone⁴⁸²⁰ who directed him to the consul's office; and thither he made his way at a nervous gait.

Keogh was sprawled⁴⁸⁴⁰ in the official chair, drawing caricatures of his uncle's head on an official pad of paper. He looked up at⁴⁸⁶⁰ his visitor.

"Where's Johnny Atwood?" inquired the sunburned young man, in a business tone.

"Gone," said Keogh, working carefully at⁴⁸⁸⁰ Uncle Sam's necktie.

"That's just like him," remarked the nut-brown one, leaning against the table. "He always was a⁴⁹⁰⁰ fellow to gallivant around instead of tending to business. Will he be in soon?"

"Don't think so," said Keogh, after⁴⁹²⁰ a fair amount of deliberation.

"I s'pose he's out at some of his tomfoolery," conjectured the visitor, in a tone⁴⁹⁴⁰ of virtuous conviction. "Johnny never would stick to anything long enough to succeed. I wonder how he manages to run⁴⁹⁶⁰ his business here, and never be 'round to look after it."

"I'm looking after the business just now," admitted the⁴⁹⁸⁰ *pro tem* consul.

"Are you—then, say!—where's the factory?"

"What factory?" asked Keogh, with a mildly polite interest.

"Why,⁵⁰⁰⁰ the factory where they use them cockleburs. Lord knows what they use 'em for, anyway! I've got the basements of⁵⁰²⁰ both them ships out there loaded with 'em. I'll give you a bargain in this lot. I've had every man,⁵⁰⁴⁰ woman, and child around Dalesburg that wasn't busy pickin' 'em for a month. I hired these ships to bring 'em⁵⁰⁶⁰ over. Everybody thought I was crazy. Now, you can have this lot for fifteen cents a pound, delivered on land.⁵⁰⁸⁰ And if you want more I guess old Alabam' can come up to the demand. Johnny told me when he⁵¹⁰⁰ left home that if he struck anything down here that there was any money in he'd let me in on it.⁵¹²⁰ Shall I drive the ships in and hitch?"

A look of supreme, almost incredulous, delight dawned in Keogh's ruddy countenance.⁵¹⁴⁰ He dropped his pencil. His eyes turned upon the sunburned young man with joy in them mingled with fear lest⁵¹⁶⁰ his ecstasy should prove a dream.

"For gosh sake, tell me," said Keogh, earnestly, "are you Dink Pawson?"

"My name⁵¹⁸⁰ is Pinkney Dawson," said the cornerer of the cockleburr market.

Billy Keogh slid rapturously and gently from his chair to⁵²⁰⁰ his favorite strip of matting on the floor.

There were not many sounds in Corallo on that sultry afternoon. Among⁵²²⁰ those that were may be mentioned a noise of enraptured and unrighteous laughter from a prostrate Irish-American, while a⁵²⁴⁰ sunburned young man, with a shrewd eye, looked on him with wonder and amazement. Also the "tramp, tramp, tramp" of⁵²⁶⁰ many well-shod feet in the streets outside. Also the lonesome wash of the waves that beat along the historic⁵²⁸⁰ shores of the Spanish Main. (5285)

Drills on Chapter VII

Dear Mr. Harmsworth:

Do not sell Martin and Turner any more leather until you hear from us. A remittance has²⁰ not yet been received for the cargo shipped them December third, terms, net thirty days. We learned today from a⁴⁰ reliable source that this firm is bordering on a collapse and that neither their northern nor eastern mills are running.⁶⁰ The latter is true, but we are not certain about the former.

These people are modern but conservative, have produced⁸⁰ a smart line of goods, shared the business of many of the large retailers of the country, and must have¹⁰⁰ had a good rate of turnover. I should be surprised to learn that they have been haphazard in any way.¹²⁰

We have been selling them a large assortment of goods for a period of eight or nine years and have¹⁴⁰ always found them trustworthy and prompt, still that does not warrant our selling them now if payment cannot be guaranteed.¹⁶⁰

We are very much concerned about this and will write you again pertaining to it immediately upon ascertaining the truth.¹⁸⁰

Yours truly,

Dear Sir:

In your letter of April second you say that you must have lumber within the next²⁰⁰ ten days and that cutting must begin immediately. I confess I do not know what to do about getting timber²²⁰ from the low bottom lands of the West Mountain section. I was over there tonight and I find that the²⁴⁰ spring rains have left it quite marshy and I don't deem it safe to attempt to get our trucks in²⁶⁰ there for some time. We seldom have as heavy rains as we have had this season, and it is hard²⁸⁰ to estimate the danger in forcing our way such a long distance through the dense undergrowth.

It is my intention³⁰⁰ to go there tomorrow morning, get things straightened out, and let you know what to do. An itemized list of³²⁰ your immediate needs would be of assistance to me.

Yours truly, (331)

Drills on Chapter VIII

Gentlemen:

Your last shipment of No. 2 corn has been received. The quality is entirely satisfactory. We expect to have²⁰ a greater demand for your highest quality in a week or two, but at this time we are not able⁴⁰ to say exactly how much we will need. We will hear from our representative in a day or two, when⁶⁰ we will write you fully telling you how much we ought to have at the beginning of the month.

We⁸⁰ are also in the market for several cars of No. 1 wheat. This is to be used for seeding

purposes¹⁰⁰ and it must be clean and of the best quality. Kindly let us know if we can depend upon you¹²⁰ for it.

Yours truly,

Dear Sir:

We are sending you one of the best sample sheets of Horn and Hardy's¹⁴⁰ paper, India tint, which they have on hand and can ship in a day or two. This is a little¹⁶⁰ lighter than we used on your last year's catalogues, but I am of the opinion that, since this shade is¹⁸⁰ more effective when used with cuts, it will be more desirable in your line of business.

They say, however, that²⁰⁰ they can make a new lot in a week or two and that we ought to receive it about the²²⁰ seventh. In order to be sure of what you want, we are awaiting your reply. Let us hear from you²⁴⁰ in regard to the matter immediately.

Yours truly,

Gentlemen:

Mr. James Post has made no response to our demands for²⁶⁰ payment of his bill, dated January 12, for \$97, neither has he made any explanation. We have already²⁸⁰ extended the time several months and reminded him again several days ago. We believe that this bill is collectible and³⁰⁰ we are, therefore, placing it in the hands of our Collection Agent, advising him to commence suit at once.

Yours³²⁰ very truly,

Dear Mr. Hartman:

Answering your letter of the 31st ult., with reference to appointing a subeditor now,³⁴⁰ I would say that we think it advisable to attend to some other matters first. I admit, though I am³⁶⁰ desirous of extending our business, I feel that the demands are not great enough to warrant carrying our paper beyond³⁸⁰ our boundaries.

Why not submit your plans to us for our future consideration?

Very sincerely yours, (396)

Drills on Chapter IX

Dear Sir:

We have your letter of April 10, notifying us that you have decided to withdraw the balance from²⁰ your Savings Fund at once. You will no doubt recall that your withdrawal privileges provide for at least ten days⁴⁰ notice. If you will present your Savings Fund deposit book at the bank on the 20th, the full amount of⁶⁰ the principal will be paid you.

We are sorry to be compelled to refuse immediate payment of this balance, but⁸⁰ as it was not always convenient, financially, to pay the entire savings upon demand, it became necessary to establish a¹⁰⁰ definite length of time for payment after notice had been given.

As our Savings Bank deposits have grown to such¹²⁰ large proportions, we must ask all our customers to cooperate with us in all matters relative to this policy. I¹⁴⁰ think you will find a large number of banks, carrying Savings

Fund deposits, operating on this same principle. If you¹⁶⁰ cannot call in person, please sign the enclosed card and have some responsible person present it together with your bank¹⁸⁰ book.

We thank you for your patronage and hope you will favor us with your future business.

Yours truly,

Dear²⁰⁰ Sir:

Our rules concerning checking accounts are as follows: The first deposit should be not less than one hundred dollars²²⁰ and the monthly balance should average two hundred dollars.

When these conditions are complied with, we will pay you²⁴⁰ 2 per cent per annum on the amount of your balance.

Under these conditions we shall be delighted to open an²⁶⁰ account with you and add your name to our list of depositors.

Yours truly,

Dear Sir:

Your letter of March²⁸⁰ 30, notifying us of your loss under policy No. 28634, is received and we³⁰⁰ note that you estimate your total loss to be somewhere near three thousand dollars. We have wired our representative and³²⁰ he will give this claim his attention within the next two or three days.

Yours truly,

Dear Sir:

The enclosed³⁴⁰ material concerning the cotton situation came to me this morning. I imagine that you are already familiar with it. If³⁶⁰ not, you will want to look it over in connection with the work that is now being done by the³⁸⁰ Textile Committee of the National Trade Conference.

Yours truly, (389)

A Talk to Young Business Men

*From an Address before The Harvard Business School Club of New York
By Otto H. Kahn*

The committee which, on your behalf, did me the honor of asking me to speak before you, emphasized the wish²⁰ that I give you something in the nature of a message to young business men. I protested that such things⁴⁰ are almost invariably trite and that, moreover, pretty nearly everything which can be said in that line has been said,⁶⁰ and said much better than I can do it. I argued that, from the Ten Commandments down to the latest⁸⁰ popular uplift writer in the press, a vast literature of advice is at your disposal and that, were I able¹⁰⁰ to give you the quintessence of wisdom, you would still go out and run your heads against stone walls and¹²⁰ insist upon learning your lessons in your own way in the fascinating and adventurous school of experience, as many generations¹⁴⁰ have done before yours and many will do after yours. My objections were overruled, amiably but firmly. Therefore,

what is¹⁶⁰ now coming, you have brought upon yourselves, by proxy, and your grievance is not against me, but against your committee.¹⁸⁰

After having listened to my observations, some or all of you may object that what I am offering are counsels²⁰⁰ of perfection. I do not dispute that. Naturally, I would not give you a message which would advocate only a²²⁰ fractional attainment of a possible 100 per cent. I quite admit that I should not like to have an²⁴⁰ expert appraisal made of the percentage to which I have personally fallen short of that 100 per cent. All²⁶⁰ I claim is that I have tried not to fall short too greatly and that the more my practical experience²⁸⁰ increases, the more I believe in the practical advantage, quite apart from the ethical element, of pursuing the lines I³⁰⁰ shall endeavor to indicate in the ensuing remarks. Please understand that these remarks are not meant to cover the subject³²⁰ exhaustively. Sundry items which would have to be included if I were to attempt to draw a complete picture, I³⁴⁰ shall omit, in due recognition of the fact that there are limits to the strain which may be placed upon³⁶⁰ the patience of even so well-disposed and courteous an audience as I know you to be.

Well, then, for³⁸⁰ the message.

First—Eliminate from your vocabulary in working hours the word perfunctory. Every task is a test. However trivial⁴⁰⁰ it be, your manner of performing it will testify, in some way and to some degree, for or against you.⁴²⁰ Shrewd observers sometimes will size up a man from the way in which he acts in unimportant matters rather than⁴⁴⁰ from his conduct in more weighty things, because it is when not observing himself, and not believing himself observed, that⁴⁶⁰ he is most apt to disclose an unvarnished picture of his true self.

Let me tell you, as an instance,⁴⁸⁰ how and why I got my first promotion in business: The firm with which I was employed used to send⁵⁰⁰ out many hundreds of circulars daily. In the somewhat primitive circumstances of that day and place, sponges for the wetting⁵²⁰ of stamps were an unknown luxury. The process employed was the natural one of licking the stamps. From a sheet⁵⁴⁰ of one hundred stamps you tore off a row of ten, passed your tongue over the back of the row,⁵⁶⁰ and then by a deft manipulation dispatched ten envelopes. Three of us, sitting in a line, were engaged for a⁵⁸⁰ certain period each day in that proceeding. By dint of strenuous application, I soon became an adept at the job,⁶⁰⁰ and accomplished the triumph of holding the office record as to speed in licking stamps, while yet observing the requirements⁶²⁰ of neatness and accuracy in placing each stamp straight and square in its proper place in the upper right-hand⁶⁴⁰ corner of the envelope. Two or three times I noticed our boss standing near the place where we worked, but⁶⁶⁰ I had no idea that the—to me—great man would deign to observe our humble activity. After a while,⁶⁸⁰ he called me before him and informed the blushing youth that I was promoted out of my turn, in recognition⁷⁰⁰ of the zeal, energy, and accurateness with which I had accomplished the functions of stamp-licker.

It was a valuable⁷²⁰ lesson to me, both then and in later life.

Second—Remember that the most serviceable of all assets is reputation.⁷⁴⁰ When you once have it, and as long as you hold it, it works for you automatically, and it works⁷⁶⁰ twenty-four hours a day. Unlike money, reputation cannot be bequeathed. It is always personal. It must be acquired. Brains⁷⁸⁰ alone, however brilliant, cannot win it. The most indispensable requisite is character.

Third—Think! Exercise the springs of your brain⁸⁰⁰ as you exercise the muscles of your body. Quite apart from the requirements of your regular work, practise your mental⁸²⁰ daily dozen. There is no better investment, from the material and every other point of view, than thinking.

Fourth—Go⁸⁴⁰ for a ride on the horse of your imagination from time to time. It's excellent exercise. It helps to keep⁸⁶⁰ you buoyant and elastic, and it may take you into new and interesting fields. But remember, it's a high-strung⁸⁸⁰ animal and needs keeping under careful control, else it is apt to run away with you.

Fifth—Be ready, be⁹⁰⁰ fully prepared, but be patient, bide your time, know how to wait. By all means, keep a sharp lookout for⁹²⁰ opportunities, recognize them and seize them boldly when they come within your reach. But do not think that every change⁹⁴⁰ means an opportunity. A wise business man said to me at the beginning of my career: "It is not only⁹⁶⁰ the head that counts in the race for success. There is another part of your anatomy—you might call it⁹⁸⁰ the opposite pole—which is of the utmost importance. Learn to think and act, but also learn to sit. More¹⁰⁰⁰ people have got on by knowing when and how to sit tight than by rushing ahead." In a less epigrammatic¹⁰²⁰ strain, I would add a word to boost the merit and profitableness of perseverance, of courage to carry on in¹⁰⁴⁰ the face of hope deferred and plans thwarted.

Sixth—Consider as one of the essential requisites of your diet a¹⁰⁶⁰ supply of the milk of human kindness. To be hard-headed one does not have to be "hard-boiled." Be¹⁰⁸⁰ neighborly, be a good sport. Don't think that you can lift yourself up by downing others. It is willing arms¹¹⁰⁰ that help to carry you upward, not bent backs. Even from the point of view of mere advantage to yourself,¹¹²⁰ it is more profitable to help others on than to keep others down. There is plenty of opportunity in America¹¹⁴⁰ to go 'round. This is still the country of unlimited possibilities, today as much as ever. Most of our rich¹¹⁶⁰ men and practically all the men at the head of our great corporate concerns have started from the ranks, from¹¹⁸⁰ the very bottom of the ladder. If you would rise, throw overboard envy and ill-will. They are worse than¹²⁰⁰ useless ballast. They corrode the things they touch; they blight your equipment.

Seventh—Work hard, don't spare yourself, don't be¹²²⁰ an eight-hour-a-day man, but don't permit yourself to become a machine. Work will not hurt you, however¹²⁴⁰ heavy. But



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E. E. Gaylord, Mgr.

-:-

Larcom Avenue, Beverly, Mass.

keeping your thoughts, interests, and activities in the same old rut, will. You are young. Presumably, you have¹²⁸⁰ ideals. By all means, keep them. Whatever they are, keep them. Do not let alleged worldly wisdom make you believe¹²⁸⁰ that they are useless and futile. They are not. They are an asset of true value, even in business. Even¹³⁰⁰ your illusions—don't give them up too easily. You may be taken advantage of, once in a while, but that¹³²⁰ price is worth paying. "Such stuff as dreams are made of" is valuable stuff. Don't become cynical. Don't scoff, don't¹³⁴⁰ lose faith. A great poet has said that nothing is more pathetic than to watch men of fifty and sixty,¹³⁶⁰ painfully, and usually in vain, trying to find again, and to pick up, ideals which they had recklessly thrown overboard¹³⁸⁰ in the days of their youth.

Eighth—Take an interest and a due share in public affairs. It is not¹⁴⁰⁰ only your duty to discharge the responsibilities of citizenship in a self-governing country, but, even from the aspect of¹⁴²⁰ mere self-interest, it is good insurance to do so. Business cannot prosper unless the ship of state is run¹⁴⁴⁰ on a steady keel and steered with reasonable competence. Rock the boat of government and you retard, or even endanger,¹⁴⁶⁰ the boat of business. Indeed, the mere movement of the waters caused by the process of rocking is apt to¹⁴⁸⁰ upset some of the less sturdy crafts of commerce, industry, or finance.

Ninth—Meet your fellow men with confidence, unless¹⁵⁰⁰ you have reason to suspect. Deceitful intent does not find it easy to stand up before fairness and faith. Don't¹⁵²⁰ think that you have to go through business life, or any other phase of life, armed to the teeth. Skepticism¹⁵⁴⁰ and mistrust, in the case of men, are like great standing armies in the case of nations. They beget aggression.¹⁵⁶⁰ Confidence begets good will and reciprocal disarmament. It is neither weakness nor credulity. It is a self-respecting consciousness of¹⁵⁸⁰ one's own motives and a sane belief in the innate rightness of human nature.

Tenth—To those of you who¹⁶⁰⁰ may attain conspicuous success, I would particularly address an admonitory word. The material reward which the world accords to business¹⁶²⁰ success is very large. It is too large as compared to the material reward accorded to work and achievement in¹⁶⁴⁰ other lines of activity. The reasons why this is so, and more or less has been so for many centuries,¹⁶⁶⁰ and why, on the whole, probably, it pays the world to stimulate by liberal compensation the intensest utilization of business¹⁶⁸⁰ capacities, it would take too long to enter into and seek to explain, on the present occasion.

Suffice it to¹⁷⁰⁰ say that the scale of that compensation presupposes value returned in service. Success is not a free gift. Like everything¹⁷²⁰ else really worth having in life, it has to be paid for. If you do not assume and discharge responsibilities¹⁷⁴⁰ and duties in a measure commensurate with your success, you are, from the civic point of view, a defaulter. (1759)

Business Letters

(From "Rational Dictation," Part II, page 274, letter 371)

Mr. William D. Tracy
216 Canal Street
New Smyrna, Florida

Dear Sir:

It gives me pleasure to²⁰ welcome you as a new policyholder of the Trustee Life. In the exercise of your best judgment you have joined⁴⁰ the Company. We should like you to feel that it is managed solely in the interests of its policyholders, that⁶⁰ safety and service to them has been its guiding principle for more than sixty years, and that it is the⁸⁰ earnest endeavor of the manager to establish a closer relationship between it and the Company's policyholders than usually exists in¹⁰⁰ such business enterprises.

"What Insurance Service Can Mean to the Policyholder and His Family" you will find expressed in the¹²⁰ enclosed booklet, which we urge you to read and keep with your policy for ready reference, as it will considerably¹⁴⁰ increase its value to you and incidentally may add years to your life.

In particular do I wish to point¹⁶⁰ out the privilege of Health Service No. 1, to which you are entitled. It consists of a personal letter from¹⁸⁰ the Life Service Institute, outlining a modern and common-sense way of leading an active life and keeping well. This²⁰⁰ service is free to you and does not affect the standing of your insurance in any way.

In our earnest²²⁰ efforts to serve our policyholders we solicit your coöperation and shall be glad to hear from you at any time.²⁴⁰

Very truly yours, (243)

Separating Minerals by Floating

From "Popular Research Narratives"

Compiled by Alfred D. Flinn, of Engineering Foundation
(Copyright by Williams and Wilkins, of Baltimore)

Ores are heavier than water. Nevertheless, one method for separating the valuable portion of certain ores from the gangue depends²⁰ upon the fact that the former can be made to float while the latter sinks. More than sixty years ago,⁴⁰ it was observed that oil had a selective companionship for metal sulphides, but not until a woman investigator discovered additional⁶⁰ facts was the flotation process for concentration of ores developed. The long-accepted story ran somewhat as follows:

Miss Carrie⁸⁰ J. Everson, a school teacher in Denver, who had an assayer for a brother, one day washed some greasy sacks¹⁰⁰ in which samples had been sent to him. Customary violent agitation of the water incidental to washing very dirty fabrics¹²⁰ caused sulphide

particles of ore, coated with grease from the bags, to float as a scum. Following up this occurrence,¹⁴⁰ Miss Everson discovered: that acid, added in small quantity to the pulp (pulverized ore), greatly increased the selective action of¹⁶⁰ the oil; that the oiled mineral could be separated from the gangue by thorough agitation of the mass and by¹⁸⁰ allowing the sulphides to float as a scum, while the gangue escaped at the bottom of the vessel. Other inventors²⁰⁰ improved the process and about the end of the 19th century rapid advance began which caught the attention of mine²²⁰ operators.

But the foregoing story is not correct. However, facts unearthed by the Colorado Scientific Society are quite as romantic.²⁴⁰ Carrie Jane Billings, born at Sharon, Massachusetts, August 27, 1842, married on November 3,²⁶⁰ 1864, William Knight Everson, a physician practising in Chicago. He prospered and became interested in mining ventures. About²⁸⁰ 1878, he put \$40,000 into the Golden Age Mining Company, of which the once illustrious Brick³⁰⁰ Pomeroy was promoter. It proved a bad investment. In an endeavor to save something from this financial catastrophe, Mrs. Everson³²⁰ took up the study of mineralogy. She had previously been interested in science along with her husband and had become³⁴⁰ proficient in chemistry. In 1879-80 the Doctor spent some time in Mexico for his health.³⁶⁰ During his absence, Mrs. Everson discovered the "chemical affinity of oils and fatty substances for mineral particles." On his return,³⁸⁰ Dr. Everson assisted in the research. August 4, 1886, a patent was issued to Mrs. Everson for⁴⁰⁰ a separation process based on their experiments. On account of the Doctor's failing health, the family removed to Denver, where⁴²⁰ he died January 20, 1889.

Unable to commercialize her patent, Mrs. Everson became a professional nurse in⁴⁴⁰ order to support herself and young son. She continued her investigations, nevertheless, and was joined by Charles B. Hebron, a⁴⁶⁰ chemist from New York, who went to Denver about 1891. He interested a Mr. Pischel, of Denver,⁴⁸⁰ who helped finance further experiments. March 22, 1892, a patent was issued to Mrs. Everson and⁵⁰⁰ Hebron, but when success seemed assured, Hebron and Pischel quarreled and the project was abandoned.

Mrs. Everson, in the course⁵²⁰ of efforts to have her invention put to use, met Thomas F. Criley. He and John L. Everson, her son,⁵⁴⁰ developed the process on a larger scale in an old stamp mill at Silver Cliff, Colorado. Developmental work was done⁵⁶⁰ also in Baker City, Oregon, and at other places. But all attempts to get financial rewards for her long and⁵⁸⁰ technically successful research proved unavailing.

Concluding that the industry was not ready for her process, she packed away her papers,⁶⁰⁰ and in 1909 removed with her son to California. Here she lived, forgotten by mining and metallurgical men,⁶²⁰ while law suits involving millions of dollars were fought through the courts by later claimants to the flotation process.

How⁶⁴⁰ important her testimony might have been! But she was not traced until 1915. Meanwhile fire had destroyed her⁶⁶⁰ cottage and with it her papers, in December, 1910; her patents had lapsed, and she had died November⁶⁸⁰ 3, 1914, at San Anselmo and was buried in Mt. Tamalpais cemetery. What a pity that Mrs. Everson⁷⁰⁰ was not found sooner and that her papers had not been kept in a safe deposit vault or other fireproof⁷²⁰ repository!

Flotation became of great importance in treating sulphide ores of copper, zinc, and other metals. Plants costing millions of⁷⁴⁰ dollars have been built in the United States and other countries. Metals of great value have been recovered with profit⁷⁶⁰ from waste piles left by processes which made less complete recovery. The Everson invention failed of commercial success not because⁷⁸⁰ it did not contain all essential principles of flotation, but because it was in advance of the metallurgical needs as⁸⁰⁰ then realized. (802)

—Based on a committee report to "Chemical and Metallurgical Engineering," January 15, 1916, by George E. Collins, Philip Argall, and Howard C. Parmelee.

260 Words-a-Minute Championship—Jury Charge

1926 N. S. R. A. Speed Contest
Philadelphia

.Gentlemen of the Jury: As this is the first case this term that you are called upon to consider and²⁰ determine, not only for your benefit but for the benefit of the other members of the panel who are in⁴⁰ the court room, I shall take a moment or two in calling your attention to your duties as jurors. You⁶⁰ are the sole judges of the facts. The Court is here simply to call your attention to the law governing⁸⁰ the case, and the mere fact that during the trial I denied motions or overruled objections interposed to the admission¹⁰⁰ of testimony must not be accepted by the jurors as any expression of opinion on my part, for I have¹²⁰ no opinion to express.

A plaintiff who comes into court must prove his or her case by a fair preponderance¹⁴⁰ of evidence. By that we do not necessarily mean the number of witnesses that are called. It is the quality¹⁶⁰ and not the quantity of proof that is offered, and if the jury determines that the evidence is evenly balanced,¹⁸⁰ then the plaintiff has failed to make out his case, and the verdict ought to be for the defendant.

If²⁰⁰ the jury determine that any witness has wilfully testified falsely as to any material facts, they have a right to²²⁰ disregard the whole of such witness's testimony. The jury in considering the testimony of any witness should also consider the²⁴⁰ interest that such witness may have in the result of the verdict, and should carefully weigh the testimony given by²⁶⁰ such a witness.

When you go to your jury room, you must consider the testimony admitted during the trial, and²⁸⁰ remove from your mind whatever impression may have been made by any expression of opinion of counsel, not borne out³⁰⁰ by the evidence in the case, and let your verdict be the result of deliberation. Let it not be brought³²⁰ about by reason of sympathy for one or prejudice against the other. The question of a man's color, religion, or previous³⁴⁰ occupation, or the fact that the defendant is a corporation, must not be considered by the jury in determining the³⁶⁰ facts in this case. Before the law all men are equal.

The Court instructs the jury that this action is³⁸⁰ brought to recover damages for personal injuries which the plaintiff claims by reason of the careless and negligent conduct of⁴⁰⁰ the defendant. There appears to be no dispute that the plaintiff received certain injuries, but the mere fact that he⁴²⁰ received injuries is not in itself sufficient to warrant a jury in finding a verdict in his favor, for he⁴⁴⁰ must—

(To be continued in the next issue)

Thanking Our Faults

From the San Jose "Mercury-Herald"

"Mistakes Are Assets—If You Don't Make the Same One Twice"

There is an old saying that every man in his lifetime needs to thank his faults.

When Emerson observed that²⁰ our strength grows out of our weakness, he was only repeating what many wise men had said before him.

"Not⁴⁰ until we are pricked and stung and sorely shot at, is awakened the indignation which arms itself with secret forces,"⁶⁰ Emerson wrote.

"While a man sits on the cushion of advantages he goes to sleep.

"When he is pushed, tormented,⁸⁰ defeated, he has a chance to learn something; he has been put on his wits, his manhood; he has gained¹⁰⁰ facts; he is cured of the insanity of conceit; he has got moderation and real skill."

The wise man always¹²⁰ throws himself on the side of his assailants. It is more to his interest than theirs to find his weak¹⁴⁰ point.

After all, whatever folly men commit, be their shortcomings or vices what they may, forbearance is our duty, remembering¹⁶⁰ that when these faults appear, they are *our* follies and vices that we behold.

They are the shortcomings of humanity,¹⁸⁰ to which we all belong; whose faults we one and all share; even those very faults at which we usually²⁰⁰ wax so indignant, merely

because they have not appeared in ourselves.

As Shakespeare advises, "Condemn the fault and not the²²⁰ actor of it." (223)

Short Stories in Shorthand

The Long Expected

Freshman: Will your people be surprised when you graduate?

Senior: No, they have been expecting it for a number of years. (20)

Once Enough for Him

"Why don't you advertise?"

"No, siree. I did once and it pretty near ruined me."

"How was that?"

"Why, people²⁰ came in and bought nearly all the stuff I had." (30)

Stand-Off

First Flapper: That conductor glared at me as if I hadn't paid my fare.

Second Flapper: What did you do?²⁰

First Flapper: I glared back at him as though I had. (31)

An Endurance Record

As the dancer took his fair partner down to supper, she seemed to hypnotize the waiter told off to serve²⁰ them, for he seemed incapable of taking his eyes off her.

At last the dancer could stand it no longer.⁴⁰

"I say, my man," he observed, "what makes you stare so rudely at this lady?"

"It ain't rudeness, sir, believe⁶⁰ me, it ain't," returned the waiter. "It's genuine admiration. This is the fifth time she's been down to supper tonight." (80)

Please Forward

Departing Cook (after a week's stay): Should any letters come for me, perhaps you'll kindly send 'em on.

Lady (sarcastically):²⁰ Certainly—if there's room on the envelope for any more addresses. (31)

Why Not?

He: You think more of that dog than you do of me.

She: Why shouldn't I; he growls less than²⁰ you do! (22)

HUMAN relations must be founded on mutual respect and faith.

Without these there can be naught but strife and failure.

—American Mutual Magazine.

What Business Expects of Commercial Education

(Concluded from page 310)

proper placement of students. The fourth and last requirement of business is the most difficult and complicated of all.

Business, because of the increasing realization of the ideal of social service and personnel problems which have become more serious, expects commercial education to instill in students those traits of character which will make possible its continued progress. At no period in the history of commerce has there been such an interest in the fundamental traits of character as is expressed in honesty, reliability, accuracy, tact, initiative, loyalty, industry, resourcefulness, courtesy, and politeness. Never before has there been such a premium on personality.

Business Considers Student's Attitude Highly Important

It is almost a paradox that with the increasing efficiency in business and the need for preparation on the part of the student, business does not expect too much of the novice. The graduates of all commerce schools must begin at the bottom of the ladder. They must ascend through experience and the instruction willingly given by the concern. But the business man has never been so interested as he is today in the need of a proper attitude on the part of the beginner toward the firm and its work. The executive does not take too much for granted as to technical efficiency, but he is tremendously interested in responsiveness to orders, willingness to learn and not to repeat the same error. He desires co-operation with others and loyalty to the firm. He does expect legibility in penmanship, and familiarity with the fundamental operations of arithmetic. If the job requires a knowledge of bookkeeping and ability to use the typewriter, he expects reasonable facility on the part of the student. But he is primarily interested in the potential development of the employee and his willingness to fit into the scheme of modern business.

Scientific Approach Will Help Us Succeed

Can the teacher of commerce instill into the students such traits? The subject is too complicated to consider carefully in this brief period, for its solution involves several sciences. Much can be done on the part of the teacher to improve such traits as accuracy and application to work. Clubs and social contacts can contribute to developing personality. Dr. E. G. Blackstone, of the University of Iowa, believes that much can be accomplished in the active development of character traits and the in-

tegration of personality. But he concludes that the preaching and precept method is futile. Success in the future, he contends, lies in direct methods.

What can business expect of the training of the commercial teacher? We know that practical vocational training alone is not sufficient. There must be an understanding of the fundamentals of pedagogy, an appreciation of culture and of such related subjects as economics. There must be a broad social point of view and a pleasing personality which makes for leadership.

Much more could be said. Business expects much of commercial education if it is to function most efficiently. With our faces set toward the goal of scientific approach to the solution of the problem, we can succeed.



More State Digests

(Continued from page 296)

merich Manual Training High School, Indianapolis, TESTS AND MEASUREMENTS IN THE TEACHING OF SHORTHAND; Paul A. Carlson, State Teachers College, Whitewater, Wisconsin, TESTS AND MEASUREMENTS IN BOOKKEEPING; Vernal H. Carmichael, Ball State Teachers College, Muncie, TESTS AND MEASUREMENTS IN THE TEACHING OF TYPING. The round table discussion was led by C. A. Murray, Bloomington, Indiana.

Ohio

OHIO BUSINESS SCHOOLS' ASSOCIATION, Columbus, Ohio, February 7 and 8.

Speakers:

M. J. Jones, Dyke School of Commerce, Cleveland, PERSONNEL AND PLACEMENT WORK; *T. W. Prior*, Goodyear Tire & Rubber Company, Akron, DO GRADUATES OF THE BUSINESS SCHOOLS MEET THE DEMANDS OF MODERN BUSINESS? *H. E. V. Porter*, Jamestown, New York, WHAT CONSTITUTES THE GREATEST UPBUILDING FORCE FOR THE PRIVATE BUSINESS SCHOOL UNDER PRESENT EDUCATIONAL AND ECONOMIC CONDITIONS? Discussion, *D. D. Miller*, Cincinnati; *J. T. Thompson*, Steubenville, *J. H. Kutscher*, Oberlin; *C. A. Neale*, Akron. *W. E. Harbottle*, Miami-Jacobs College, Dayton, CONSTANT REORGANIZATION OF BUSINESS CALLS FOR CONSTANT CHANGE OF SCHOOL METHODS AND IDEALS. ARE THE PRIVATE BUSINESS SCHOOLS ADEQUATELY MEETING THE DEMANDS MADE UPON THEM? Discussion, *T. P. Davis*, Toledo, *G. E. McClellan*, Cincinnati. *E. A. Brown*, Akron, FROM THE BUSINESS VIEWPOINT OF THE SCHOOL MANAGER, WHAT ARE THE ADVANTAGES OF LONG COURSES—SHORT COURSES? Discussion, *M. F. Denise*, Dayton, *E. T. Reese*, Elyria.

New Officers:

PRESIDENT, *F. L. Dyke*, Dyke School of Commerce, Cleveland
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